



VOL. XXVI.

ST. LOUIS, MO., MAY 9, 1893.

No. 5.

BEST LITERATURE IN THE BEST FORM.

A New Series of English Classics for Schools.

This series, seven numbers of which are already issued, or are nearly ready for publication, is intended to provide the gems of English literature for school use at the least possible price.

The texts have been carefully edited and are accompanied by adequate explanatory notes. They are well printed from new type of good size, and are uniformly bound in boards.

The numbers already published or in an advanced state of preparation are:

Macaulay's Second Essay on the Earl of Chatham	20 cents.
Sir Roger de Coverly Papers, from <i>The Spectator</i> .	20 cents.
Irving's Sketch Book—Selections	20 cents.
Scott's (Sir Walter) Ivenhoe	50 cents.
Scott's (Sir Walter) Marmion	40 cents.
Shakespeare's Julius Cæsar	20 cents.
Shakespeare's Twelfth Night	20 cents.

The publisher's believe that this series of English Classics for Schools present the best edition now published, of the works included, at anything like the prices at which they are sold, mechanically and editorially they are excellent examples of book-making. The notes are not so full as to becloud the text, but yet are sufficient for all necessary explanation.

Favorable terms will be made for first introduction or for regular supply. Correspondence solicited.

AMERICAN BOOK COMPANY,

NEW YORK.
CIN. INNATI.
CHICAGO.

258-260 WABASH AVE.,

CHICAGO.

GOLD
MEDAL,
1878.

JOSEPH GILLOTT'S STEEL PENS.

THE FAVORITE NUMBERS, 303, 404, 604, 351, 170,
AND HIS OTHER STYLES
SOLD BY ALL DEALERS THROUGHOUT THE WORLD.

PARIS
EXPOSITION,
1889.

UNIVERSITY OF MISSOURI, COLUMBIA, MO.

The Academic, Agricultural, Normal, Engineering, Medical, Military, and Commercial Schools

Open Tuesday, Sept. 13.

Wide range of elective studies. Sixty Professors and Assistants. Both sexes admitted. Tuition (except in Law, Medical, Engineering and Commercial Schools) FREE. Entrance fee, \$10. Contingent fee, \$5 per term.

LAW SCHOOL opens Oct. 4.

Its Diploma admits to all the Courts of the State without examination.

MINING SCHOOL at Rolla, opens Sept. 14.

Entrance Examinations at Columbia, September 8, 9, 10 and 12. For Catalogues address J. W. MONROE, Librarian, Columbia, Mo.

R. H. JESSE,
President.

G. P. PUTNAM'S SONS

HAVE NOW READY

VERTEBRATE

EMBRYOLOGY.

A Text Book for Students and Practitioners, by A. Milnes Marshall, M. D., F. R. S., Beyer Professor of Zoology in Owen's College. Author of "A Junior Course in Practical Zoology." Large octavo, 700 pages, with over 250 illustrations, \$6.00.

A NEW EDITION OF

A Junior Course in Practical Zoology, by A. Milnes Marshall and C. H. Hurst, with 48 woodcuts, Octavo, \$3.50.

This book has been received with cordial commendation by the leading instructors on both sides of the Atlantic.

Elements of Magnetism & Electricity.

With practical instructions for the performance of experiments and the construction of cheap apparatus. By John Angell, F. C. S. Headmaster Manchester Mechanics' Institution New Edition. Revised and Enlarged, 16 mo., illustrated, \$1.00.

Of this practical little manual over 100,000 copies have been sold.

READY MAY 2.

Outlines of Roman History.

By Henry F. Pelham, Professor of Ancient History in the University of Oxford. Large 12 mo., with maps, \$1.75. This work has been planned more particularly to meet the requirements of higher grade students and reading classes.

Special terms to instructors on copies for examination and on supplies for first introduction.

Catalogues of Educational Publications sent on application.

G. P. Putnam's Sons,

NEW YORK AND LONDON

SHEFFIELD SCIENTIFIC SCHOOL OF YALE UNIVERSITY.

Courses in Chemistry, Pure and Applied, in Civil and Dynamic Engineering, in Agriculture, Botany, Zoology, Mineralogy and Geology, in Biology, with special reference to preparation for a Medical Course, and in General Scientific studies, with English, French and German, Political Economy, History, etc.

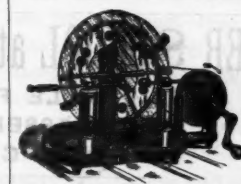
For programme, address,

PROF. GEORGE J. BRUSH,

7-J-6 Director, New Haven, Conn.

Cornell University.

Summer Courses for Teachers and Advanced Students—July 6-Aug. 16. Greek, Latin, German, French, English, Eloquence, Philosophy, Experimental Psychology, Pedagogy, History, Political and Social Science, Mathematics, Physics, Chemistry, Botany, Free-hand and Mechanical Drawing, Physical Training. Summer courses are also offered in the SCHOOL OF LAW. For circulars apply to THE REGISTRAR, Cornell University, Ithaca, N. Y.



QUEEN
& Co.

(Incorporated.)
PHILADELPHIA.

MANUFACTURERS OF

Philosophical, Electrical and Chemical
APPARATUS.

Special attention given to the complete equipment of scientific laboratories.

We solicit correspondence and will send our abridged catalogue No. 219 to intending purchasers, if this journal is mentioned.

QUEEN & CO.

(INCORPORATED.)

PHILADELPHIA.

Microscopes,
Magnifying Glasses,
Botanical Cases, Etc.

"Write for price list, mentioning school in which you teach. Special quotations will be made on quantities for school use."

TEACHERS
WANTED To take orders for our STANDARD, SCIENTIFIC, and ARTISTIC Books. Literary ability essential to success. For circulars and terms, address

J. H. CHAMBERS & CO.,
914 Locust Street, St. Louis, Mo.

Weightless "Gem" Beds
Piano and Typewriters' Chairs
Office Desks, Mfrs.
A. H. Andrews & Co., CHICAGO.

Color Teaching in Public Schools.

The Prang Educational Company Have Now Ready for Teachers a Handbook of

SUGGESTIONS FOR COLOR TEACHING.

THIS book presents in a simple and systematic manner the educational and aesthetic principles involved in the right teaching of color. Its clear and practical directions for the teachers' guidance in class exercises of different grades make it a most valuable school-room help. It is illustrated with numerous plates, showing photographic reproductions of class work and include miniature FAC SIMILES, in their actual colors, of color charts for school use.

PRICE ONE DOLLAR.

For copies of this book or information regarding Color Charts, Color Tablets and Colored Papers, address the publishers.

THE PRANG EDUCATIONAL COMPANY.

645 Washington St., Boston. 47 East 10th St., New York. 151 Wabash Ave., Chicago.

TEACHERS!

If you desire a position in the South, register with SOUTHERN EDUCATIONAL BUREAU, of Montgomery, Alabama. Positions filled over the entire South. Registration fee, two dollars. School Boards or individuals wishing to employ teachers, apply to us. It will cost you nothing. Register now and be ready for the first vacancies reported.

T. W. DEYAMPERT,
Manager,
MONTGOMERY, ALA.

BUCKEYE BELL FOUNDRY,
—CINCINNATI, O., U. S. A.
Best Grade Copper and Tin
School, College & Academy
Bells.
Price and Terms Free. Name this paper.

QUICK STUDY. LATIN & GREEK at
Sight, use our "Inter-
linear Classics." Sample pages
and Catalogue of School Books free. C. D. SILVER & SONS, No. (D) 1102 Walnut Street, Philadelphia, Pa.

TEXAS FREE SCHOOLS

are fast coming to the front. Teachers of culture and character are in great demand. We have been successful in the past and have prospects for a busy season. Try us. Send stamp for particulars to

TEXAS TEACHERS' BUREAU,
Tyler, Texas.

\$75.00 to \$250.00 PER MONTH.
can be made working for us. Spare hours turned to good account. This is of especial interest and value to teachers. Never mind about sending stamp. Address B. F. JOHNSON & CO., Richmond, Va.

SUMMER SCHOOL at the WORLD'S FAIR.

**ABLE FACULTY.
UNSURPASSED EQUIPMENT.
NICE GROUNDS.**

DEPARTMENTS AND FACULTY.

Psychology.—Director, Col. Francis W. Parker, Chicago, Illinois.
Natural Science.—Director, Prof. Wilber S. Jackman, Chicago, Ill.
Arithmetic.—Director, Wm. H. Griffin, Chicago, Ill.
Drawing.—Director, Dr. Langdon S. Thompson, Jersey City, N. J.
Music.—Directors, Prof. Chas. E. Whiting, Boston, Mass.; Prof. F. H. Pease, Ypsilanti, Mich.
Language and Reading.—Director, Miss Mathilde Coffin, Detroit, Mich.
Sloyd.—Director, Walter S. Kenyon, Chicago, Ill.
Physical Culture.—Director, Carl J. Kroh, Chicago, Ill.
Model Class and Primary Teaching.—Directress, Miss Sarah E. Griswold, Chicago, Ill.
Kindergarten.—Directress, Annie E. Allen, Chicago, Ill.
Chalk Modeling.—Directress, Ida C. Heffron, Chicago, Ill.
Music Department.—Assistant, Jennie A. Worthington, Albion, Mich.
Drawing Department.—Assistant, Miss Lillie M. Godden, Chicago, Ill.

TEN MINUTES FROM THE WORLD'S FAIR GROUNDS.

MORNING SESSIONS ONLY.

WORLD'S FAIR AFTERNOONS AND EVENINGS.

The Session Begins Monday, July 10th, 1893, and Continues Three Weeks.

DRAWING AND MUSIC.

The Thompson System of Drawing and the Whiting Public School Music Course will be the Systems of Drawing and Music taught.

A large circular is being prepared which will contain the syllabi of the different departments. This will be sent on request.

THE FULL ANNOUNCEMENT.

Do not make any arrangements for the summer which will prevent you from attending this school.

For full information send for large circular, or write to

W. E. PULSIFER,
3 East Fourteenth Street, New York.

E. E. SMITH,
86 Wabash Avenue, Chicago, Illinois.

MANAGERS.

The Sauveur Summer College of Languages.

THE EIGHTEENTH SESSION OF THE SCHOOL WILL BE HELD AT

Rockford College, ROCKFORD, ILLINOIS. To Begin July 3d.

Rockford has been selected because of its proximity to the Chicago Exposition. Languages taught: French, German, Spanish, Anglo-Saxon, Latin, Ancient and Modern Greek; also Art Course and Physical Culture.

For board and rooms address the manager, Miss E. O. Herrick, Rockford College, Rockford, Ill. For further information and circulars of his educational works, address DR. L. SAUVEUR, 6 Copley St., Roxbury (Boston,) Mass.



MME.

McCABE'S CELEBRATED CORSET

Is recommended by LEADING DRESSMAKERS because of its neat fit and model shape.

THE SIDE IS UNBREAKABLE.

Ladies who try this Corset find that it improves their figure without causing physical injury or discomfort. *The Sides Flexible.*

SEND FOR FREE CATALOGUE. LADY AGENTS WANTED.

ST. LOUIS CORSET CO.,
19th and Morgan Sts., - ST. LOUIS, MO.

MANUAL TRAINING SCHOOL,

WASHINGTON UNIVERSITY, ST. LOUIS.

MOTTO:—The Cultured Mind; The Skillful Hand.

The FOURTEENTH YEAR of this School for Boys will

Open Next September,

At which time a NEW CLASS OF ONE HUNDRED AND TWENTY-FIVE BOYS will be admitted.

Requisites for Admission to the First Year Class:

Candidates must be at least 14 years old; they must be thorough in Arithmetic, through Percentage and Interest; they must be clear and accurate in oral analysis of arithmetical examples; they must be familiar with Geography, and able to draw reasonably accurate maps from memory; they must spell well, write well and compose well.

Boys who can present certificates of admission to a first-class High School or to a school of equal grade, will be accepted without examination.

Candidates may send in their names at any time.

THE FIRST EXAMINATION WILL BE ON

Thursday, June 8th, from 9 till 3 O'clock.

A SECOND EXAMINATION WILL BE HELD

Friday, September 15th.

The preference will be given, *first*, to those bearing Certificates of Qualification; *second*, to those earliest enrolled as Candidates, provided they are found well qualified; *thirdly*, to those who stand highest on examination. All applicants should present certificates of character.

The full Tuition Fees are as follows:—

FIRST YEAR.....	\$ 75 00
SECOND YEAR.....	100 00
THIRD YEAR.....	120 00

One-half of the year's fee is due in September, and one-half in February. No allowance for absence or coming late.

The School has no dormitory, and non-resident pupils must room and board with relatives, or in satisfactory families.

Parents not familiar with our aims and methods, may be interested to know:

1. The School does not teach trades, though it teaches the use of a great many tools.
2. It is not the aim of the School to make mechanics.
3. Equal attention is paid to Literature, Mathematics, Science, Tool-work, and Drawing.
4. There is no opportunity to earn money at the School.
5. The Course of Study covers three years, and must be taken in regular order.
6. Each day's program has two hours for shop-work and four for recitations and drawing.
7. Boys with bad habits are not wanted, and will not be retained.
8. During the second and third years, two hours per week are given to Military Drill. The Government furnishes instruction and arms.
9. Graduates are prepared to enter a high grade Technical School, to go into business, or to enter upon any occupation requiring a well disciplined mind and hand.

A Catalogue, giving the Course of Study and Practice, the Theory and Method of the School, Old Examination questions, with items of Expense, etc., will be sent on application to

C. M. WOODWARD, Director,
or, GEO. M. BARTLETT, Secretary,
WASHINGTON UNIVERSITY.

St. Louis, May 20, 1893.

AMERICAN JOURNAL OF EDUCATION

AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

Vol. XXVI

ST. LOUIS, MO., MAY 9, 1893.

No. 5.

NINE Editions are Printed for the Editors, by PERKIN & SMITH, 208 to 212 Vine Street, each month, and "Entered at the post-office at St. Louis, Mo. and admitted for transmission through the mails at second-class rates."

MR. J. H. BATES, Newspaper Advertising Agent, 41 Park Row (Times Building), New York, is authorized to contract for advertisements in all the editions of the AMERICAN JOURNAL OF EDUCATION at our best rates.

CONTENTS.

Editorial.....	3
Open.....	4
To the Public.....	4
University Extension.....	4
What It Aims To Do.....	5
Possibilities of Pedagogical Society.....	5
The Rural School.....	6
Worth Careful Consideration.....	6
The Columbian Banner Train.....	7
Literary.....	8
Rates in Cottages and Tents.....	9
A Change Coming.....	10
The Bond Plan.....	11
New Books.....	12
The Nicaragua Canal.....	12
The Silver Medal.....	13

SUGGESTIONS of speakers, writers, subjects and modes of proceeding are earnestly solicited from all concerned. It is manifestly impossible to communicate personally with all whose co-operation is desired, and it is therefore hoped that responses will be made without formality or delay.

Applications for documents and information may be made to the Assistant Secretary, at the address given below, to whom communications should be sent.

CHARLES C. BONNEY,
President of the World's Congress
Auxiliary.
CLARENCE E. YOUNG,
Assistant Secretary,
World's Congress Headquarters,
Chicago, U. S. A.

Teachers' Incomes.

Teachers can add largely to their incomes by working for us during spare hours, without interfering at all with their school duties; in fact, the character of the work is educational and directly in their line. Write at once to B. F. Johnson, & Co., Richmond, Va., for particulars.



And National Educator

St. Louis, Mo., May 9, 1893.

J. B. MERWIN.....Managing Editor.
1120 Pine Street, St. Louis, Mo.
JERIAH BONHAM.....Associate Editor.

Terms, per year, in advance.....\$1 50
Single copy..... 15

THIS Journal is not responsible for the views expressed by its contributors.

WHEN the address of this Journal is to be changed, give the old as well as the new address.

ADDRESS all communications, and make all drafts, money and express orders payable to THE AMERICAN JOURNAL OF EDUCATION, and not to any individual connected with the paper.

People who come to our "Congress Hotel," "Cottages" and "Tents," in addition to all the other advantages, will be sure of seats going to and coming from the World's Fair Grounds after the fatigue of the day. The encampment grounds, covered by natural forest trees, laid out in regular blocks with streets and Portland cement side-walks, city system of sewerage, an abundant supply of city (lake) water, and lighted by electricity—all combined to make this the most desirable location for this great National gathering that could have been selected in the city of Chicago. See page 11 for further information.

THE special advantages of our "cottages" and "tents," for caring for the people who visit the World's Fair, are clearly and specifically set forth on pages 9 and 11. Better consult them, and ask the attention of all your friends to these propositions. About one dollar a day covers the expense, you see.

Yes, a loving heart is the beginning of all knowledge.

SEE page 11 for full and specific information as to new and enlarged plans of "The World's Fair Protective Entertainment Association." This page fully explains the "Bond Plan," which insures you a safe, attractive and economical place to stay while you visit the World's Fair, at a rate of about one dollar per day!

WE cannot afford to be ignorant in this country no matter what it may cost to give the people intelligence. At certain crisis human society has its enigmas; enigmas which resolve themselves into light for sages, but which the ignorant in their darkness translate into violence, barbarism and riot. The philosopher is slow to accuse. He takes into consideration the agitation caused by these great problems which can not pass without casting about them many dark shadows.

Importing Ignorance.

JOHN W. WEBER, United States Commissioner of Immigration, discussing the immigration question in Cooper Union, said among other things:

If we had in force from February 1, to November 1, 1892, an educational test of reading and writing, we would have shut out from this port of those above the age of 15 years 57,000 out of 275,000 arrivals. We would have shut out in round numbers:

289 Scandinavians out of.....	42,000
890 Germans out of.....	44,000
1,916 Irish out of.....	28,000
3,140 Austrians out of.....	18,000
4,331 Russians out of.....	22,000
6,285 Hungarians out of.....	22,000
9,750 Poles out of.....	17,000
28,279 Italians out of.....	43,000

From which it appears that the Scandinavians are the best educated among all immigrants coming to our shores from Europe. They outrank even the Germans, who are justly proud of the excellent schools of their fatherland.

This explains why the Scandinavians in this country so generally and strongly favor an educational test for intending immigrants. Illiteracy is

practically unknown in Norway, Denmark and Sweden, and the Scandinavians think that it ought to be wiped out here.

They will give unanimous and enthusiastic support to legislation the object of which is to bar out immigrants who cannot read or write. By force of habit as well as on the grounds of principle they are emphatically opposed to the business of importing ignorance.

THE people, we hope, will go to the World's Fair by the million in face of this unparalleled event—an immense promise of all benefits at once—a rage for civilization—an excess of progress—an improvement that will exceed measure and comprehension—must be placed this grave, strange, fomenting unrest of the masses. Intelligence will illuminate it, guide it, restrain it. Ignorance will blind them to its immense significance and train to hate, instead of love, and to despair instead of hope. Yes, we must educate or we must meet and pay for the consequences of ignorance.

How many souls these quiet, patient, unknown and unmentioned teachers have kindled and illuminated, made strong to do, whose virtue goes on propagating itself, increasing itself and new and invaluable combinations which will be found far-shining and great after many days.

NOT for the sake of sale, but for the sake of truth, let the people go up to the "World's Fair" to see the value of intelligence and knowledge over ignorance.

LIFE is something more than mere existence—more than duration—it is fulness of being gained by generous doing.

NO Geographical Education
Is complete without a knowledge of the wonderful resources of North Galveston, Texas, that coming industrial city. It offers every advantage to home seekers and invalids; industrial fertility, location, climate, etc. For full particulars regarding this nature blessed spot, address the North Galveston Association, Box 983, Minneapolis, Minn.

The attractions, safety and economy of our "Congress Hotel," "Cottages" and tents at Stewart Avenue Station, on the Ill. C. R. R. at West Pullman where people can secure rooms and two meals a day for only one dollar, obviates the necessity of submitting to any extortion up town or anywhere else in the city of Chicago on the part of those in attendance at the World's Fair. See pages 9 and 11.

You see, and your friends ought to see it, too, that two good meals a day for 30 cents each, and a furnished room, with care, for about 40 cents a day, making a total cost of only about \$1.00 per day brings a visit to the World's Fair within the reach of all. No need of submitting to any extortion under these circumstances. See page 9.

You, and your friends too, can go to "The World's Fair" and see it all on the easy terms provided and fully explained on page 9 of this Journal. The prices for lodging in cottages or tents will be only \$3 for seven days to each person, when two persons occupy the same room. If you are to stay two weeks, the charge is only \$2.75 per week each for two persons who occupy the same room; and if you stay four weeks, the charge for two persons who occupy the same room is only \$2.50 per week, each person. This price is low enough so that we hope all can come and stay from two to four week, and visit not only the "World's Fair," but the city of Chicago, which is truly a "World's Wonder."

The superior location of the hotel, cottages and tents of the "World's Fair Protective Entertainment Association," south of World's Fair Grounds, out of the noise, and rush, and crush of the crowds, where you can rest quietly, sleep soundly and as much as you choose, makes this a very attractive as well as a very economical place to stay during your visit. Wise people would even be willing to pay more for all these advantages; and yet we furnish all this and two good meals and lodging for only a dollar a day. Better secure a Bond at once under these favorable terms. See page 9.

It is well to remember that the St. Louis Trust Company, with a capital and surplus of \$3,000,000, is the depository of the World's Fair Protective Entertainment Association, and also Trustee for the Bond holders.

HOW TO REMIT.

Make remittances by registered letter, draft, P. O. or Express order, payable only to the order of the St. Louis Trust Co., Trustees. See page 11. The undersigned will purchase and send your bonds to you in a registered letter to insure their safe and prompt delivery. No charge for registration. Address

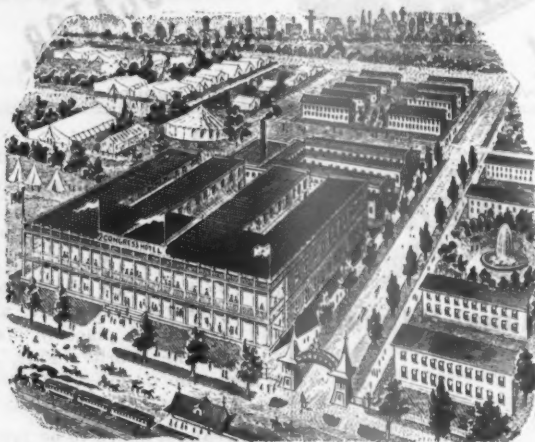
J. B. MERWIN,
Ed. American Journal of Education,
1120 Pine St., St. Louis, Mo.
Bank of reference, St. Louis National
Bank, St. Louis, Mo.

OPEN.

"It opens the eyes of expectation."

It saves you and your friends from the extortionate greed of the hotels and boarding houses in Chicago. It gives you and your friends a quiet, safe place to stay while you visit "The World's Fair." It costs forty cents or less for lodging, thirty cents each for two meals—a total of only one dollar per day for your lodging and two meals. This will enable you and your friends to stay long enough to see it all. It brings the living of all down to about one dollar per day. You take your choice of rooms, in cottages or in tents. This rate of one dollar per day for lodging and two good meals, includes attendance and care of rooms, too.

Here is our plan with a cut of the



CONGRESS HOTEL, COTTAGES AND TENTS.

Why go up needlessly into the noise, confusion, danger and extortion of the City when at Stewart Avenue Station on the Ill. C. R. R., at West Pullman, in the City of Chicago, you can be safely, comfortably and economically cared for at "The World's Fair Protective Entertainment Association" as above at one dollar per day for your lodging and two good meals, and this too, nearer to the World's Fair Grounds than from the center of the City. We have done our full duty to the more than four hundred thousand teachers in the United States in this effort to enable them—and their friends too—to see the "greatest event" in this century.

Our teachers—who are to so large an extent, the "informing power of the people"—have scattered far and wide over the continent the fact that persons can visit the "World's Fair" and be safely and fully cared for at an expense not to exceed one dollar per day for their lodging and two good meals. If there is any person who does not know this let them be informed at once. See pages 9 and 11 of this Journal.

The papers are full of accounts of extortion on the part of hotel and boarding house keepers in Chicago. We point out clearly and definitely how and where people can stay for only one dollar a day, including room and two good meals.

Look at the rates of fare at our "Congress Hotel," "Cottages" and "Tents," at Stewart Avenue Station, on the Ill. C. R. R., at West Pullman. Lodging and use of rooms and two good meals for one dollar per day, in tents or cottages.

To The Public.

WORLD'S COLUMBIAN EXPOSITION, CHICAGO, March 30, 1893.—To the Public: Because of many misrepresentations and misstatements relative to Exposition management and affairs being in circulation through the press and otherwise, both in this country and abroad, and in reply to many letters of inquiry or complaint touching the same matters, it seems advisable that some official statement regarding them should be made to the public. Therefore I respectfully ask that the widest publicity be given to the following facts:

1. The Exposition will be opened in readiness for visitors May 1.
2. An abundance of drinking water, the best supplied to any great city in the world, will be provided free to all. The report that a charge would be made for drinking water probably arose from the fact that hygeia water

can also be had by those who may desire it at one cent a glass.

3. Ample provisions for seating will be made without charge.

4. About 1,500 toilet rooms and closets will be located at convenient points in the buildings and about the grounds, and they will be absolutely free to the public. This is as large a number in proportion to the estimated attendance as has ever been provided in any exposition. In addition to these there will also be nearly an equal number of lavatories and toilet rooms of a costly and handsome character as exhibits, for the use of which a charge of five cents will be made.

5. The admission fee of 50 cents will entitle the visitor to see and enter all the Exposition buildings, inspect the exhibits, and, in short, to see everything within the Exposition grounds, except the Esquimau Village and the reproduction of the Colorado

cliff dwellings. For these as well as for the special attractions on Midway Plaisance a small fee will be charged.

6. Imposition or extortion of any description will not be tolerated.

7. Free medical and emergency hospital service is provided on the grounds by the Exposition management.

8. The Bureau of Public Comfort will provide commodious free waiting-rooms, including spacious ladies' parlor and toilet rooms in various parts of the grounds.

H. N. HIGINBOTHAM,
President.

MAY not your pupil be the great future?

LET us go up to this jubilee of four centuries with the joy and glory that Columbus would feel if alive and escaped from his dungeon in Spain! He has escaped!

PROGRESS will be re-born to a new and larger life in 1893.

This enormous pendulum of civilization swinging from the darkness of the 14th century to the light, liberty and power of the 20th century—all hail 1893!

THE 19th century will finish what was begun in the 14th century to be ready for the 20th century. Let us all go up to witness the jubilee.

University Extension.

THE vitality and validity of this movement are every day becoming more and more unquestionable. Not only the publications of the "American Society for the Extension of University Teaching" and of the "University of the State of New York" show the hold this new aspect of education has taken among thoughtful people in the east, but in the west also many centers of activity are developing.

The University of Wisconsin, the Chicago University, the University of California, the Tulane University at New Orleans, these and other institutions in the west and south are already actively engaged in this new propaganda based on the universal "orthodoxy," the central tenet of which is that every human being has absolute right to the unhindered and rationally guided exercise of all his powers in the direction of unfolding those powers in fullest measure.

New York led the way in making an appropriation for the furtherance of this great work. In Kansas there has been a movement to secure like official recognition of the movement. In Wisconsin this work has grown so as to raise the same question there. It is felt more and more that this new bloom of the Tree of Knowledge is rich in its promise of spiritual fruitage, and may very properly be assumed as a normal aspect of State Education no less than of private educational enterprise.

Already there are said to be not less than two hundred centers in operation in the whole country, and it is probable that fifty thousand people at least, have, during the past winter, been pursuing studies according to this extension system.

New as it is, the movement could not be expected to be without faults—faults more or less grave indeed. But that the movement is, at bottom, one of the soundest and hopefulest of all the forms which the true spirit of humanity has ever developed, cannot be doubted by any one who has looked below the surface and seen the great heart of Truth beating at its center. It is one of the finest of all forms of obedience to the command, "Thou shalt love thy neighbor as thyself." And this leads us to notice that in the missionary spirit so conspicuous in this movement, there is clearest suggestion of a new and closer union between preaching and teaching—between the church and the school. Indeed the spirit of university extension is already stirring the churches, and clubs for the study of Literature and Science, are already actively at work within more than one parish for the benefit of those who care to keep up their studies after the usual school days; while Hull Hall, in Chicago, shows how the simple love of humanity, in which all creeds may be merged, can work successfully for the uplifting of those who, by whatever misfortune, have fallen into, or have never risen above that sphere of wretchedness where hope is dead and crime has come to seem legitimate.

Is not all this newly kindled yearning of the strong toward those who need help a fresh and most significant feature in the ceaseless "second coming" of the Son of Man, whose world-embracing commission was, and is, "to seek and to save that which was lost?" From day to day the world grows new to us because from day to day we gain new power to see.

W. M. B.

What It Aims To Do.

PROF. RICHARD G. MOULTON, in *The University Extension World*, sums up the aims of the movement as follows:

"The University Extension Movement aims at extending a *university education* through a life-time, at extending a measure of culture to all classes of society. It is the application of self-government to higher education. It is a sort of Educational Church, with lecturers, students and audiences to correspond to pastors, workers and people. It addresses itself to the same problems as the social and economic reformer, but in a different way; looking to the individuals of whom society is made up, and winning these to non-personal interests of art and science, in the confidence that among the masses will thus be produced what is already seen in favored individuals,—the type of man who loves his neighbor as himself, and the human race much more."

Possibilities of a Pedagogical Society.

Abstract of an address by Mr. William M. Bryant, of the St. Louis High School, before the St. Louis Society of Pedagogy, March 11, 1893, and on the basis of which the Society has since been re-organized.]

WE meet to-day for the purpose of considering afresh the central aim of our Society, and at the outset it seems well to remind ourselves of the fact that every association of people of whatever calling or degree must, of course, presuppose a positive purpose. Such purpose may have either of three possible degrees of development. In the first place it may be merely implicit in the form of a general sentiment. Again it may be explicit but only so far as to be simply apprehended in its most general character; while finally it may be clearly present in consciousness as a purpose thoroughly comprehended and adequately formulated.

These are, in fact, but the successive stages in the development into maturity of any and every purpose by which human beings are moved to action.

A Pedagogical Society, as a matter of course, implies in its very name a definitely recognized purpose. Whether the full range of this purpose has become clearly and fully defined must depend upon a variety of conditions. But one thing could not fail to be already present to the minds of the founders of such an association; and that is that its central purpose must be the investigation of the fundamental principles of Education. And yet while the *immediate* aim is the study of, and contribution to, the Science of Education, it is equally evident that the *ultimate* aim is improvement in education as an art.

Such the general purpose. But in every science and in every art it is essential first of all that there should be clear knowledge of the real nature of that concerning which the science or the art is to be unfolded. And since man is the only being from whom education as a science can be derived, or to whom education as an art can be applied, it is evident that the central purpose of a Pedagogical Society presupposes a well-defined conviction as to the true and ultimate nature constituting the central significance of all human beings.

It is, of course, impossible here to do more than barely indicate the leading aspects of this great theme. Tradition offers one solution of this problem of man's nature, while science proposes another and apparently contradictory solution.

Tradition declares that man was *created*. Modern science claims to have discovered incontestable evidence that man has been *evolved* and that his development, alike with all other organic beings, depends upon his relation to a sum-total of con-

ditions called the environment. But these solutions, instead of being contradictory, appear on closer view to present but complementary aspects of one and the same solution. If, on the one hand, man is conceived to have been created, this necessarily presupposes a Creator perfect alike in intelligence and in power. If, on the other hand, man has been evolved, then this process of evolution presupposes a perfect order or method leading up from the simplest to the most complex degrees of existence. And since mind arises as the ultimate product in this process, so, of necessity, mind is presupposed as present in full reality at once as the guiding principle and the primal substance throughout the process. Mind can by no possibility be derived from a source which is not itself already characterized by mind. Whence it seems that the doctrine of evolution, instead of contradicting the conception of creation really presents us with a fairly credible outline of the method by which creation is forever taking place.

While we are tracing the descent of man as an animal through whatever lineage of lower forms, then, we are to bear in mind above all that man as mind can trace his descent from nothing less than the primal and perfect Mind. And this brings us to notice that there is but one type of mind conceivable, and that *as a type* mind is infinite. And this again amounts to saying that the normal destiny of the individual mind is to go on developing until it has fulfilled in its own individual existence this infinitely complex type. But this must mean nothing less than that in its very nature the individual mind is immortal. For in no less than infinite duration can the infinite type be brought to full realization in the individual mind.

Such, then, is the nature of man. And hence the infinite significance of the means and methods chosen to serve for the initiation of individual minds into the never-ending process of their own self-unfolding.

Can it be doubted that we have here the actual, ultimate clew by which to guide ourselves in all that pertains to education? And first of all does it not put beyond all reasonable controversy this central truth: That education consists of nothing else, and nothing less, than the *continuous process of the realization of Divinity in Humanity*? Evidently, too, this must take place through ceaseless self-adjustment on the part of the individual mind to the ultimate divine Mind as manifested in and through the infinitely complex and varied forms of the world, physical and spiritual. The Universe is man's environment. Arising from it, enclosed within it, individual man is ever more or less limited by it as by a foreign and relentless power. Yet, with true docility or teachableness, the individual

sooner or later derives from this self-same, all-enveloping, all-evolving power, the clew to his own true destiny, brings himself into unison therewith, and in doing so discovers that the divine secret of his relation to his environment is expressed in the charmed word, *assimilation*. It is thus that the being who at first is feeble and dependent and limited on all sides from without, attains step by step to power and independence and to that wondrous limitation from within which consists of self-differentiation of progressive self-realization in the character of divine humanity. Spontaneously man seeks for the *Reason* of things, and in doing so is really trying to find God in them as the absolute essence of them. And hence it is that the school, as the more formal aspect of education, perpetually and exclusively insists upon this spiritual and universal aspect of things on the one hand, and upon the universal, essential relations involved in *human society* on the other. Always in school-work particular facts are brought forward simply as *examples*, as *illustrations* of the universal aspects of the world, physical and spiritual. In truth the school aspect of education has its chief, nay its sole value, in this: That on the *intellectual* side it trains and habituates the mind of the pupil to recognize the abiding types, the changeless forms of evanescent things; that on the side of *Will* it habituates the individual to the concrete rhythm of Law as the essential form of Life, and that in respect of *Feeling* it brings the individual to love the eternal forms of things and the eternal Laws of Life.

But the chief factor in education is, above all, the *teacher*. "Give me," said Garfield, "a log hut, and in the hut a simple bench; let Mark Hopkins sit upon the one end and let me sit upon the other—give me this and you may have all the other educational appliances in the world!"

Different estimates of the teacher have indeed been formed in different ages. In ancient Greece he was a free man and held in greater or less esteem. With the dominance of Rome, teaching became the work of slaves. In the middle ages teaching came to be fused, more or less completely, with the sacred office of the clergy. In modern times, these traditions have all entered into the popular estimate rendering this sufficiently elastic for all practical purposes. And yet, doubtless, the popular estimate placed upon the teacher of to-day is determined not so much by any or all these factors out of the past, as by the fact of the sudden demand for universal education and the consequent employment of vast numbers of men and women as teachers among whom there must, at the best, inevitably be many who are far from perfectly prepared for the

(Continued on Page 8.)

ARKANSAS

EDITION

American Journal of Education.

\$1.50 per year in advance.

S. M. MATHES, Little Rock..... } Editors.
J. B. MERWIN, St. Louis..... }

ARE the funds on hand,—and sufficient to pay the teachers each month as other State and county officers are paid?

We ought now, to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month as other county and state officers are paid? Don't you think so too?

The Rural School.

At least three-fourths of our people get their early training in our rural schools. Hence the following important suggestions, made in a late address by Hon. Henry Saben, of Iowa, come to be of special significance. He says:

"The teacher in the rural school may not do the same work that is done in the graded school, but she can do work equally as good; she can do it in the same spirit, she can avail herself of the love of nature, which is inborn in the child, of that self-activity of mind which is the motive power of education.

There is a wide-spread idea that the country school is inferior; if it is is not a matter of necessity. It ought not to be so any longer. It is not so in many parts of the country. Let the teachers in our rural schools, avail themselves of all the means at their disposal, throw their life into their work, and the country schools can do for Iowa that which the city schools may not even hope to accomplish.

We must first know the end which we hope to reach, the aim which we may rightfully have in mind, and then fix upon the method to be adopted. But when we exalt "the method" above the end, failure is inevitable. Education consists of two things, obtaining knowledge and using knowledge. We must in our school have less to do with percentages and so-called results, and more with capacity, power to acquire, ability to retain and skill to use.

Any system which makes the promotion of children from grade to grade during the first four or five years of school life dependent upon a certain per cent., as determined by written examinations, is faulty in its construction and injurious in its results. It is not only that the flushed cheeks, the excited eye, the trembling nerve, tell that the brain is being forced to do unwonted work, but the wrong aim held up before the child is a far greater evil. An honest effort on the part of

the child is always to be commended, even though it appear to result in failure. Praise should be proportioned in accordance with the effort put forth, rather than with the success achieved."

THE California Legislature has extended school suffrage to women. California is the twenty-first State to do this. It ought to be done in every State and full suffrage is a right and a duty as much as school suffrage.

Worth Careful Consideration.

"Health shall live free."

—SHAK

WE take the following extracts from a lecture by the "Dean of the Vermont Medical College," delivered at Washington, D. C., June last, and published in the "Journal of the American Health Society."

We are not, of course, an adept in the science of therapeutics, and hence we do not know how much importance should be given to the following statements. They seem to be based on common sense and the closing injunction

EMPLOY HEALTH OFFICERS

seems to be particularly appropriate. No matter what else we have in the world—if we do not have health everything is awry.

The Dean says, "We are sick because we know not how to be well; we are weak because it has never entered our minds that we might be strong.

"It is not then, let me say, physicians as now educated and employed, or medicines as now used, that will give us health. What we need is instruction, not so much of new things as new ideas of common and familiar things. Man, health, disease, are common words. They must be invested with new, or at least right meanings.

"The perfect way is science, not pseudo-science, the mere opinion of fallible men, but science, capable of demonstration like mathematics. As to the cause of disease, physicians seem to know very little, and if we say specific cause, they know almost nothing; indeed it is a question that admits of grave doubt, whether they know the specific cause of any form of disease whatever. We speak not of individuals but of the doctrines of the schools. . . . Now, if the people really knew that a certain course of life would always bring pain, sickness, or premature death, they would not pursue that course. No one purposely and understandingly injures himself. To know and understand the causes of disease and the conditions of health, is to be well.

Self-knowledge is life-knowledge. Man is mind—whatever that may be—individualized by degrees of culture, and also by the human organism which we call the body. The body itself is not the cause of anything, it

is an effect, an instrument only for the soul. . . . Now, bacilli are material, and cannot therefore be the cause of disease. Disease is always the result of the misconception of truth.

"But the schools of medicine are still searching in the material realm, with microscope and scalpel, to find the cause of disease. It is not there. It is in the mind, and to the mind we must go for final relief from sickness. Poisons may kill, but they cannot make alive; and narcotics may deaden pain, but they cannot bring health. The vital force, the healing power, is invisible. It belongs to the mind.

"The interests of the people are safe only in one way—in understanding. They must know for themselves. We do not advise them however to study medicine as it is to-day, but logic, philosophy, and common sense, rather. . . . Disease is a unit and has no plural. It is discomfort or uneasiness, always and everywhere. It is nothing else, and nobody is any wiser or better for the many hundreds, yea, thousands of comparatively useless terms found in medical books.

What more does the patient know when told he has paresis or loco-motor ataxia. . . . These terms do not reach the cause of disease; they serve one to conceal ignorance. What we want to know is the cause and cure. . . . If we, as the mental beings, do not listen to the report of the sensory nerves, we feel no pain. Culture alone will fortify the soul against disease, and fortitude belongs to mind, not to drugs. . . . Drugs teach us nothing. Doctors, also, as now educated and employed, generally teach us little. They are pill venders, prescription writers, often poisoners, not by intent directly, but by custom, by servile submission to fallible book authority.

"To preserve the body in health is a religious duty. The health of the body is necessary, not only for our own happiness, but for the happiness of others. The divine art of living, and the art of healing—for the two are one, a double art—can be more profitably taught, not to a few only in medical colleges, not from a hundred volumes of books, but to all; and by use of a single volume, or at most, two or three. Truth is simple, and the healing power is always present. The Power that heals all wounds and all diseases is not some pill or powder, nor any material medicament as many suppose, but is an invisible force. . . .

"It is not yet twenty years since it was first known that the circulation of the blood is governed by sympathetic nerves. . . .

"Through them the soul—the seat of emotions—controls the circulation. This is new in science and leads properly and directly to mental healing, or didactic medicine. A healthy emotion is a remedy far better than Digitalis. . . . The doctor of the future will be the teacher as of old.

"The trout in the brook, the bird in air, or the tiger in his native haunts, never becomes infirm with age. Why should man? Is the added gift of reason the curse that follows him, and makes him an invalid and cripple? To think that is to impute folly and even malevolence to the Creator. Man was made to be well and youthful always. The work of the infinite is perfect. It is the hand of man alone that mars. . . . The true cause of disease is not micro-organisms, not any germs of animal or vegetable life, nor yet any purely physical cause; but is error of thought and feeling, or a failure to understand and apply the beneficent principles of our being. The nature of disease, or disease itself, is not any sign, symptom, or appearance upon the body, but is pain or distress of mind, and this again is only the prompting of the spirit within to have us change our course; and lastly, disease can be permanently cured and effectually prevented, not by any drug or compound of drug, nor yet again by any inoculation or contamination of the blood with any virus, but by removing all cause of disease and correcting the conditions of life. And this can only be done by a universal health education. The lesson to each individual is study; and employ, not only drug doctors, but health teachers."

COLUMBUS was, in himself, as a child, the great exposition of 1893!

ALL intelligent people in this country, as well as in all other countries, know that "The World's Fair" was opened on May 1st, 1893.

ALL of the exhibits are not yet in place, but everything will be in running order by June 1st. We advise people who cannot go but once to defer their visit until about that time. Of course there is enough to see now, to compensate fully for the cost of a visit. The daily press of the country have criticised in their announcements the defects inevitable to such an undertaking, but the best products of four centuries of effort are there. Where it is at all practicable, all should arrange to visit the World's Fair.

For Health, Wealth and Pleasure.

NORTH GALVESTON, Texas, that thriving young city of the gulf region, is attracting investors and home-seekers from everywhere because of its wonderful industrial and agricultural fertility. Full information regarding this investment opportunity will be gladly forwarded free upon application to the North Galveston Association, Box 953, Minneapolis, Minn.

WE mortals, men and women, sometimes find many a disappointment between breakfast and dinner, keep back the tears and look a little pale about the lips, and in answer to inquiries, say, "Oh, nothing!" Pride helps us; and pride is not a bad thing when it only urges us to hide our own hurts—so as not to hurt others.

THE COLUMBIAN BANNER TRAIN.

THE FINEST VESTIBULED DAY TRAIN EVER
RUN FROM ST. LOUIS TO CHICAGO
VIA THE WABASH RAILROAD.

ST. LOUIS is at last to have a train service to Chicago which can not be surpassed in any particular by any of the New York-Chicago lines which have made so much lately of their "solid vestibuled cafe and library limiteds and specials." Like every other important advance in the direction of luxurious and expeditious travel from this city during the past decade, the new departure is to be credited to the Wabash. This enterprising and thoroughly St. Louis road was the first to introduce the popular compartment sleeping cars, the first to light its trains with Pintach gas, the first to put on through chair and dining cars to the East, the first to establish through sleeping car lines to Boston and other distant cities, and the first to adopt every new and reliable device for the comfort and safety of its patrons. The Wabash has always set the pace for others to follow and now takes a commanding lead with its brand new vestibuled cafe and library day trains, which will begin running between St. Louis and Chicago on Monday, May 15th.

The cafe is not a buffet, but a regular restaurant on wheels, in which meals are served *a la carte*, at any time and at reasonable prices. The library is stocked with the latest standard works and the leading St. Louis and Chicago dailies, the principal illustrated weeklies, and other interesting periodicals will be kept on file. Writing desks, fully equipped with stationery of the most approved fashion, form one of the most attractive features.

The cafe and library cars come first after the locomotive, then follows the parlor car, then two new coaches for ladies, with wide seats and high backs, seating eighty people each, and last of all, the smoking car. The entire train is the very latest masterpiece of the carbuilders' art, the St. Charles Car Company having been given instructions to spare no expense to make it the handsomest and best in every particular ever constructed.

The new train will be known as "The Banner Columbian Train," and will make quicker time between St. Louis and Chicago than any competitor. It will leave St. Louis at 9 a. m., and arrive at Dearborn Station, Chicago, at 5:15 p. m. "The Banner Limited," the popular Wabash night train, will continue to run on its present schedule, leaving St. Louis daily at 8:30 p. m., and arriving in Chicago at 7:30 a. m. Returning the Banner Columbian train will leave Chicago at 10:30 a. m., and arrive in St. Louis at 6:45 p. m.

Passengers going to the World's Fair may, if they wish, stop off at Englewood, directly west of the Ex-

position grounds, and connected with them by an electric railway. Those who go up to spend the day and those whose lodgings are near the Fair grounds will find the Englewood stop the most convenient and quickest method of reaching their destination.

A beautifully illustrative folder, containing maps, time tables, much valuable information can be had for the asking by calling at the Wabash city ticket office, southeast corner Broadway and Olive, St. Louis, where sleeping-car berths may be reserved and all desired information obtained.—*St. Louis Globe-Democrat*.

We are glad to find in the *Educational Exchange* the following plea for the retention of Dr. Harris from President Powers, one of the most influential teachers in the South.

It is earnestly hoped that President Cleveland will re-appoint Dr. W. T. Harris as commissioner of education. His original appointment by President Harrison was eminently and conspicuously appropriate. This may be said, without reflecting in the least upon his predecessor, Col. N. H. R. Dawson, whom Alabamians delight to honor. The latter gentleman's name was not under consideration for re-appointment.

It has been said that there was no politics in the appointment of Dr. Harris, that the doctor voted in 1888 for Cleveland. It is also said that in 1892 he voted for Harrison. Be that as it may, I believe that Dr. Harris should be re-appointed. He is at the head of the educational thought of the age. He is the educational philosopher of this country. He combines with such leadership the power of executing the plans his brains devise. He, above all men, should be at the head of the Department of Education as long as he is able to work.

However much we may differ on the question of civil service reform, it does seem as though all might agree upon the propriety of keeping the department of Education above the reach of the place-seeker.

This is not written in the interest of Dr. Harris, nor is it intended to forstall or keep out others. It is written in the interest of the Department of Education.

JAS. K. POWERS,

State Normal College, Florence, Ala.

We do not know a teacher of influence in the country who will not be glad to have Dr. Harris remain at the head of the Bureau of Education. It is one of the instances where the man honors the place—not the place the man.—*The School Bulletin*.

In the "World's Fair" let the people be instructed in all the manifold comforts and discoveries thus far achieved. The best will be then for us, if we are large enough and wise enough to see it all.

Religions Compared.

Current Topics (No. 2, Chicago University Press), besides a number of other interesting and important articles, contains one by Dr. J. H. Barrows, on "The Religious Exhibit at the World's Fair." In no previous World's Fair has the subject of Religion been admitted as an explicit factor of the general "exhibit." America proposes to make a departure from this rule, and invite representatives of all religions to attend and present the best they have to offer to the world. A great congress of religions is to be held, and every faith encouraged to announce itself without restraint.

The most significant feature of this liberal proposal, is the fact that the representatives of the Christian world have at length grown so confident of the absolute superiority of Christianity over all other actual or possible creeds, that they invite, rather than avoid, the most searching, unreserved criticism and comparison on every hand.

Compare this "Inquisition" with that of the sixteenth century, and say whether the world has not moved!

A Safe Place for School Teachers' Savings.

THERE is no safer investment than well located real estate. North Galveston, Texas, enjoys the prize location of the gulf region, has unequalled manufacturing and agricultural resources and a mild and equable climate. Every month increases the value of city realty and fruit lands many fold. There is yet time to get in "on the ground floor" to purchase before the prices go up. Write at once for particulars to the North Galveston Association, Box 963, Minneapolis, Minn.

We want a man in every county, at once. Experience unnecessary. Salary and expenses deposited in your bank every 15 days. MEDO-ELECTRO CO. Cincinnati, O.

The Marked Success

of Scott's Emulsion in consumption, scrofula and other forms of hereditary disease is due to its powerful food properties.

Scott's Emulsion

rapidly creates healthy flesh—proper weight. Hereditary taints develop only when the system becomes weakened.

Nothing in the world of medicine has been so successful in diseases that are most menacing to life. Physicians everywhere prescribe it.

Prepared by Scott & Bowne, N. Y. All druggists.

SEE

Goldthwaite's Geographical Magazine

And you will become a constant reader of this BRIGHT, NEWSY AND AUTHENTIC JOURNAL.

It is beautifully illustrated, and the only publication of its kind in the world, giving a complete record of the world's progress and development every month. Contains meaty facts without dry shells, delightfully told, and endorsed by

THE ENTIRE PRESS OF AMERICA,

All the Geographical Societies of the globe, State Superintendents by the score, Principals and prominent Teachers of schools by the thousands. It has so firmly implanted itself in popular favor that it is recognized by all wide-awake and progressive thinkers, and is a helpful necessity for the schoolroom and the home. Now is your time!

Will you avail yourself of this liberal offer and secure the AMERICAN JOURNAL OF EDUCATION and "GOLDTHWAITE'S GEOGRAPHICAL MAGAZINE" at the very liberal rate of \$1.50 a year. Address the

American Journal of Education,

1120 Pine Street, St. Louis, Mo.

DO YOU

Want a School?

CENTRAL TEACHERS BUREAU

Helps competent and well qualified teachers to secure positions, and those desiring a change at an increase of salary. We have twenty-five vacancies in Missouri. Salaries from \$40 to \$125 per month.

For application blanks and full particulars address

R. M. SCOTTEN, M'gr.,

H. L. L. SIMPSON, SEDALIA, MO.
President.
J. R. SCOTTEN, Ass't Manager.

THE themes mentioned in the Preliminary Publications of "The World's Congress Auxiliary," to be held in Chicago, do not constitute programmes for the Congresses, but are given to indicate the nature of the World's Congress scheme.

STEEL CEILING

(KINNEAR'S PATENT)

THE MODERN SUBSTITUTE FOR WOOD AND PLASTER.

CAN NOT BE RUINED BY WATER



The construction of this ceiling in connection with our new Flat Surface steel facing (field work), offers opportunity for decoration only limited by the taste and skill of the artist. For theatres, churches, office buildings, etc., it is unequalled. See exhibit Manufacturers' Bldg., Columbian Exposition, No. 47, Block 1, Sec. 4, N. E. Cor.

THE KINNEAR & GAGER CO., Columbus, Ohio.

Are You Going to Visit the World's Fair?

WANTED.—A Principal or Teacher from every school to represent the J. R. Lyman Hotel Company, (incorporated under the State laws of Illinois) to form clubs among their associate teachers or friends to visit the World's Fair. We will pay a good salary for such services. Send for our prospectus with half-tone tent pictures of the World's Building.

873 63rd Street,

CHICAGO, ILL.

WHAT IS COMMUNISM?

A Narrative of the Relief Community.

This is a book of 424 pages, giving an interesting and entertaining explanation of the principles, organization and practical details of Community homes, with common property, united labor, mutual support, and equal rights to all, so as to secure much greater wealth, comfort and enjoyment in all the affairs of life to all the members than can possibly be obtained in the ordinary separate way of living.

It also contains a simple and practical plan by which Communities may be established all over the country and consolidated so as to finally and speedily secure the adoption of common property and united labor by our government. In which every citizen will be required to work according to his ability for the Community of which he is a member and be supplied thereby with everything it can afford according to his wants.

All who are interested in improving society in any way, or who might wish to secure the great riches and pleasures of a Community home for themselves, should read it. It will be sent by mail to any address, for 50 cts., by the publishers of this paper.

TEXAS. EDITION American Journal of Education. \$1.50 per year in advance.

W. S. SUTTON, Houston, Texas.... { Editors,
J. B. MERWIN, St. Louis.....

ARE the funds on hand,—and sufficient to pay the teachers each month as other State and county officers are paid?

We ought to do our teachers the justice in all the States to arrange for their prompt and liberal payment at the end of each month as other employees of the county and State are paid?

Commentaries on the History of England, from the Earliest Times to 1895; pp. 547. By Montagu Burrows, Chichele Professor of Modern History in the University of Oxford, and Fellow of All Souls; Captain R. N.; F. S. A., etc., "Officer de L'Instruction Publique," France. Published by William Blackwood & Sons, Edinburgh and London, 1895.

It is only in the century now closing that what has been called the "historical sense" has come into clear focus. It is for this reason that during this century so much of the best talent of the world of letters has been attracted to the field of history. With the development of the true scientific spirit, it became evident at length that the perspective of events had been seized in the human world no less imperfectly than in the world of nature. In both worlds, then, the accounts hitherto given must undergo complete revision. The sense of Law, of Order, of Rhythm, of Continuity in the midst of all variety—all this expressed, (if also sometimes obscured) in that charmed word "evolution," gave to history, both "natural" and human, so new a meaning that all inquiring minds set to work upon a method which seemed wholly new, and which has come to be distinctively known as the "Historical Method."

The volume before us is a fine specimen of the results of labors performed in this new spirit. In choosing the form in which to indicate his theme, Prof. Burrows warns us that he is not merely retelling the oft-told tale of England's growth as a nation. On the contrary, his work pre-supposes familiarity with the main outlines of that story, and especially in its newly discovered characters as set forth in works represented by those of Freeman and Green.

Assuming the details to be already known, then, Prof. Burrows proceeds to unfold what appear to him the central, vital factors in the development of English national life. And while he recognizes that politics, religion, social life and literature are the "four great landmarks which define civilization," his book yet proceeds substantially upon the assumption of the English statesman who declared that "there are two things worth talking of—Politics and Religion." These "Commentaries," in fact, trace out, with steady aim, these two fundamental aspects of England's life. These aspects are, indeed, complementary. The one is the spirit of social independence working itself out into concrete form through prolonged struggle for rational, political life; the other is the spirit of religious independence unfolding into reality through intellectual emancipation. And these are but reciprocals of the concrete unity called *Freedom*. Such is our inference from a rapid glance through the book.

We may note in passing that the interesting figures of Anselm and Thomas a-Becket are exhibited in a truer perspective than that in which they are usually seen, and that a milder light is cast on the character and reign both James I and that of George III than we have been accustomed to.

On a few points of inference we cannot wholly agree with Prof. Burrows, as, for example, on the Partition Poland, and on the "benefits" of a national debt.

We cannot, of course, follow the author in detail, though neither can we forbear noting the intimations throughout the book of a clearly-defined faith in the *imperial destiny of England* (the author is a "Captain R. N."). This is a fascinating theme to which we may return hereafter. The limits of the present notice forbid our adding more than a word of hearty commendation of Prof. Burrows' Commentaries to all students of English History. W. M. B.

Continued from page 5.]

right performance of the teacher's sacred task.

Who, indeed, whether in or out of the profession, really comprehends to the full *how* sacred this task is? And yet we are in the midst of a deep-reaching movement that can only be properly described as an *Educational Revival*. And already we are beginning to discern with greater clearness what it is to be a *trainer of human souls*. We are beginning to realize that day after day the work of the teacher is to lead groping minds into always clear and ever stronger light. And this light consists in the precise representation of more and more complex aspects of that divine Energy which is ever giving proof of its eternal qualities in all the swiftly unfolding, swiftly vanishing forms of the outer world, and still more in the slowly unfolding but never vanishing soul of man. We are coming to understand, however imperfectly, that the very substance of the teacher's task consists in aiding his pupils to see God's thought in the world, to will God's will in their own lives and thus to bring them to actually experience, in whatever rudimentary measure, the joy of the divine Life. Surely this creed is set forth in the eternal laws of quantity in the universal types of the organic world, in the very forms of human speech, and in the changeless principles that underlie all human conduct!

But who of us is equal to such infinitely delicate and complex task? And once conscious of our insufficiency, who of us can let pass a moment without some effort tending toward greater fitness for such weighty work? Assuredly no one can doubt that the highest type of the teacher can be realized in no other way than through fullest, sincerest devotion, and ceaseless as well as systematic effort toward utmost self-improvement. And this brings us again to note the immeasurably vital significance of *association* as a means to the unfolding of individual life. Here indeed the "environment" of the individual is, above all, the immediate human world. And the more fully developed human life becomes, only by so much the more does the individual's environment prove to be of a plastic nature. That is, association becomes more and more *voluntary*. Or, to use the Darwinian phrase, "natural selection" appears here, but in a light wholly new. For in the unfolding of the higher "nature" of man, "natural" selection proves to be deliberate and rational mutual selection, the "selection" here depending upon a common interest and consisting in voluntary association for mutual advantage.

It is the discovery of the deeper import of combination and of the vastly extended possibilities of benefits to be derived through combination—this it is that so strikingly characterizes

our modern time. About this nucleus hover all modern millennial dreams. About this nucleus, too, revolve all the most successful movements of today in every field of activity. In the commercial world, in the political world, in the religious world, everywhere the charmed word is, *combination*, unification, the merging of merely particular interests in the universal welfare. We are actually and in all seriousness setting about the realization of that splendid vision of a world in which each works for all, and this in the clear assurance that in such case it cannot fail that all will ceaselessly work together for the boundless benefit of each. *The world is mine when I give myself to the world; but when I hold myself aloof from the world then am I poor indeed.* That is coming to be our modern creed. And in the ultimate unfolding of this creed it is plain that the whole significance and value of the social organism must come more and more to show its richest fruits in each and every individual, such individuals constituting the actual, infinitely complex, everywhere-present center of them all. And in these latter times this creed is throwing open the gate-ways that have hitherto closed in the academic world. The university is suddenly moved by an impulse of infinite expansion. No human being shall be without at least the opportunity of fullest spiritual development. The whole world seems on the point of turning itself into one great school. Education promises at length to be universally recognized as the highest and ultimately all-engrossing occupation of the human race.

Only so much the higher, then, in the face of all this, must be the demands made upon the teacher. And only so much the more indispensable is it that all teachers who would belong to the living Present and not to the lifeless Past, shall seize upon and make fullest use of the newly developed means of mutual improvement.

Not new, but newly-developed! In itself association is, of course, as old as the race of man. What is new is the discovery of the vast increase in quantity and in quality of result to be attained by means of association for the purpose of definitely organized and persistent work upon some vital theme chosen from one or other of the great fields of human inquiry.

And in the school system of a great city what possibilities of improvement through such associations! From a thousand teachers how many groups might be drawn together by a common and ever-deepening love of knowledge! Of course such groups should be formed by purely voluntary association, and the work should be done under leaders chosen by the several groups. Of course, too, the purpose is not amusement, but substantial, mental growth on the part of

each of the members. For this reason the whole theme should be mapped out so as to present an organic whole and the topics assigned in the order of their organic relationship. *Let every member work.* The work of the leader will be, first of all, to map out the chosen theme, and secondly, to emphasize from session to session the central lines of significance and organic relation between the topics, as these are dealt with one after the other by individual members. For the leader to assume the attitude of a lecturer in such group must inevitably defeat the very purpose for which the group is organized.

And as for the themes suitable to such work, these should be chosen from the great central themes forming the sum and substance of all educational work. These themes are: Science, Literature, History, Art. And here, it need hardly be said, the best should be chosen from the best.

On the other hand in no case should the theme be chosen from any immediate phase of school-room work. The teacher, like the lawyer, like the physician, like the preacher, must betimes look steadfastly away from the details of his work, and interest himself in the great fundamental principles of human activity, and must bring himself to appreciate the central products attained in other fields if he would really attain to utmost fitness for his own task. And in no other way can so much be done toward widening the view and enriching the life of the teacher as in this way of regulated work in a group of kindred minds upon properly chosen themes. And now of all this work on the part of teachers in a city school system the *Pedagogical Society* is the natural center, and should be the constant inspiration. This society would, as a matter of course, contain all the leaders of special groups and also the more active and earnest members of such groups. It would be the common focus of enthusiasm where the finest results of all the activity throughout the corps could be brought together for more general appreciation. Nevertheless there is here a vital distinction that cannot be safely ignored. As its name implies, a Pedagogical Society must restrict itself mainly to themes within the range of the Science of Education, properly speaking. At the same time, no greater mistake could be made than to suppose that the Science of Education consists in accounts of empirical procedures in this or that particular branch of instruction. Method, in its concrete significance, is the order and manner in which a conscious unit of energy manifests itself. It is, in fact, the formal aspect of the process of the whole unit, including all its characteristics. And for this reason it is impossible that precisely the same method in all its details could be profitably employed by any two per-

sions. If, in its chief characteristics, the method is universal, yet, in its concrete development it must be from within outward and take special form and character from the individuality of the teacher.

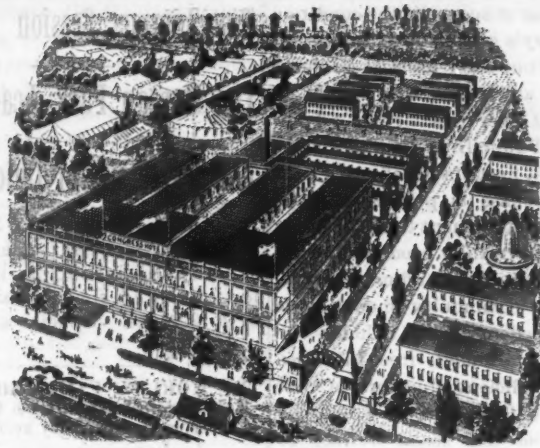
Evidently, then, any discussion of method beyond the essential universal principals involved must be wholly without profit. With a richly unfolding mind the teacher, like the representative of any other profession, will grasp principles easily and securely, and will spontaneously develop characteristic methods in the course of his or her actual work.

Education as a science, then, including all its aspects, physical and moral as well as intellectual, must be the field of the chief work of the Pedagogical Society. And once more we come to the central fact of the nature of man as the being to be educated. It is this fact that must be kept constantly in view in any real science of education. And in its more immediate aspect the fact of the nature of man as the being to be educated can be comprehended only through the development of the science of *Psychology*. It is this science after all that constitutes at once the basis and the inner substance of the Science of Education.

Evidently, then, the Pedagogical Society constitutes the nucleus of all activity specifically undertaken for the sake of all self-improvement on the part of a large corps of teachers, and it is equally evident that from the membership of such a society there ought to be formed a group, or rather several groups, for the purpose of the most thorough-going study of Psychology in all its bearings, empirical and rational. An infinite theme, infinitely fascinating! that of the human mind in its fundamental aspects of Intelligence and Feeling and Will and with its wondrously delicate organic medium, the nervous system!

In all this, combination, association! With the majority, or even a goodly minority of the teachers in the schools of a great city thus banded together in concerted efforts for self-improvement, the whole system could not fail to be thoroughly revived, its methods greatly improved and the finest human qualities on the part alike of pupils and of teachers brought into far freer and fuller development.

The opinion advanced by Mr. Anton Seidl, in a recent interview in the *New York Post*, serves to show how high a place is accorded to "The MacKaye Spectatorium" production by the leading orchestra director of the country. Mr. Seidl is quoted as saying: "Here," (referring to "The MacKaye Spectatorium") "will be realized what Wagner dreamed of." Clouds, sunsets, storms and other phenomena of nature which will be displayed in this production will surpass anything ever witnessed at Bayreuth. For instance the rainbow in "Rheingold," which at Bayreuth was a failure, will here be a marvel of scenic accomplishment." He expressed a belief that this enterprise would lead to a grand American Bayreuth Festival, which would be the delight and pride of the music-loving people of the New World.



Cut of the
Hotel Cottages and Tents
Of the World's Fair Protective
Entertainment Association,
Stewart Avenue, Chicago, Ills.

Station on the Illinois Central R. R. at West Pullman.

"To study where I well may dine,"
—SHAK.

And stay
Safely and economically
With my friends while
Visiting the World's Fair.

Rates in Cottages or Tents.

WHEN you realize that "The World's Fair Protective Entertainment Association" will furnish rooms in cottages or tents for \$3 for each person, for seven days, and good meals for 30 cents each meal—then people who wish to visit the World's Fair in Chicago, to see the World's Fair, and not to spend money, feel that this organization "solves the problem" of their being able to attend. Two good meals a day for 30 cents each, and a furnished room, with care, for about 40 cents a day, making a total cost of only about \$1.00 per day brings a visit to the World's Fair within the reach of all.

People can go and see it all on these easy terms. The prices for lodging in cottages or tents will be only \$3 for seven days to each person, when two persons occupy the same room. If you are to stay two weeks, the charge is only \$2.75 per week each for two persons who occupy the same room; and if you stay four weeks, the charge for two persons who occupy the same room is only \$2.50 per week, each person. This price is low enough, so that we hope all can come and stay from two to four weeks.

Single meals for each person, 30 cents, and cafe and lunch counters

Intelligent Investment

Consists in a knowledge of real values and a shrewdness in grasping opportunities. North Galveston, Texas, offers one of the safest and most profitable investments there is. Its resources, climate, location, give it a natural pre-eminence among all the cities of the gulf region, and it is rapidly becoming a veritable metropolis. If you desire to know more of this nature blessed town, address the North Galveston Association, Box 963, Minneapolis, Minn.



A Splendid Location.

"We survey the plot of situation and the model."
—SHAK.

YOU see at a glance the superior location of the hotel cottages and tents of the "World's Fair Protective Entertainment Association." South of the World's Fair Grounds, out of the noise, and rush, and crush, of the crowds, where you can rest quietly, sleep soundly, and as much as you choose. Wise people would even be willing to pay more for all these advantages; and yet we furnish all this and two good meals and lodging for only a dollar a day. Better secure a Bond at once under these favorable terms.

The fact is, that those who secure entertainment at these "beautiful grounds," as they are properly designated by Prof. A. G. Lane, Supt. of Schools in Chicago, and President of the *National Educational Association*, will avoid the inevitable delays and the crush and the crowds from the center of the city, and the vexatious delays from the opening bridges and in tunnels.

They will be sure of seats going to and coming from the World's Fair Grounds after the fatigues of the day. The encampment grounds, covered by natural forest trees, laid out in regular blocks with streets and Portland cement side-walks, city system of sewerage, an abundant supply of city (lake) water, and lighted by electricity—all combined to make this the most desirable location for this great National gathering that could have been selected in the city of Chicago.

Wise people will avail themselves of all these attractions and economical advantages.

North Galveston, Texas.

THE city realty and fruit lands of North Galveston offer a splendid, sure paying investment for that "saved up rainy day penny" of yours. The North Galveston Association, Box 963, Minneapolis, Minn., will gladly mail you reading matter concerning this coming industrial city of the gulf.

GRAND temples are built of small stones—and great lives are made up of small events.

will be provided where those who desire to do so, can be accommodated with lunches. But it should be distinctly understood and stated, clearly and definitely, that all obligations incurred and all contracts made, previous to this date, will be carried out and fulfilled to the letter, with those who have engaged accommodations in tents before the scope and plan of the Association was enlarged, so as to include the cottages and hotel.

Circulars will be sent, fully explaining the advantages of the "Bond Plan," by application to J. B. Merwin, managing editor AMERICAN JOURNAL OF EDUCATION.

REMEMBER that the St. Louis Trust Company, with a capital and surplus of \$3,000,000, is the depository of the Association, and also Trustee for the Bond holders.

HOW TO REMIT.

Make remittances by draft, P. O. or Express order, payable only to the order of the St. Louis Trust Co., Trustees. See page 11. The undersigned will purchase and send your bonds to you in a registered letter to insure their safe and prompt delivery. No charge for registration.

Address
J. B. MERWIN,
Ed. American Journal of Education,
1120 Pine St., St. Louis, Mo.
Bank reference, St. Louis National Bank, St. Louis, Mo.

One Whole Day Saved

Between St. Louis and Texas Points By taking the Iron Mountain Route from St. Louis to Fort Worth, Taylor, Austin, Houston, San Antonio, Laredo and Galveston. Only line with through Pullman sleeping-car service daily between these points

ILLINOIS EDITION American Journal of Education. \$1.50 per year in advance.

E. N. ANDREWS, Chicago..... } Editors.
J. B. MERWIN, St. Louis..... }

THIS plan of both cottages and tents and these rates of only *one dollar a day*, "solves the problem completely for those who wish to see the World's Fair" in the most economical manner, and will enable thousands to prolong their visit, we hope, from two to four weeks, and other thousands to come—who but for these low rates could not come.

Prices for lodging in cottages or tents, where two persons occupy the same room, amount to *only* \$3.00, \$2.75 and \$2.50 per week of seven days, for each person. See page 11 for full particulars.

A Change Coming.

HON. HENRY SABIN, in a late address says:

"A change is coming over the whole aspect of the teacher's life. It is a like change which comes over the sky just before dawn. Some one says, 'Teaching is not possible if an inspector is coming to count the bricks made to order.' But teaching is not possible if the teacher has no higher ambition than to make bricks. Child nature is only human nature in its purest form. The teacher must recognize this fact and act upon it. Children must be treated as children. It is nothing against a boy that he hates books and loves fun. If he is wide awake and honest, his fun is perhaps the best part of him. Get hold of him on that side and you will have control of him, try him on the book side alone and you drive him out of school, or render his schooling useless.

"I have great respect for the boy part of the boy. It is not always against him that he is attracted by remunerative work. The school-master complains because the boy leaves school to drive a delivery wagon. Yet some one must drive the wagon or the school-master will have *no dinner!*

"The point for the skillful teacher to reach is the personal consciousness, the inner sense of the child, not holding up to him a lofty ideal of some one, a something outside of himself, but endeavoring to make him that ideal to himself; to form within him that type of a perfect man which is

"The one immortal thing
Beneath time's changeful sky."

WHAT an immeasurable vision this to look over from the darkness of the 14th century into the light, knowledge and power of the 20th century. It is upon us. Are we ready for it?

FREEDOM of access, is the condition of a library's greatest usefulness. No restraints but such as will preserve the books and equalize the right of use should ever restrict the advantages of a Public Library. The classes which most need its benefits are least able to purchase its privileges. It is of the highest moment that the forces which so powerfully promote the intellectual refinement and moral elevation of the community should have perfect freedom to act. Under our form of government, free Libraries are highly efficient educators of that popular intelligence upon which our public order and social welfare so greatly depend.

A Modern Eden.

NATURE'S blessings go in spots, and North Galveston, Texas, certainly came in for a large share of her bounty. Nowhere else are superior agricultural and manufacturing resources so admirably combined with the delights of a mild and healthful climate. Particulars regarding investment in this industrial city will be gladly mailed upon application to the North Galveston Association, Box 973, Minneapolis, Minn.

We are indebted to Mr. Clarence E. Young, Assistant Secretary "The World's Congress Auxillary," for a general programme of the series of World's Congresses to be held at Chicago in connection with the World's Columbian Exposition of 1893.

SALARY OR COMMISSION

TO AGENTS TO HANDLE THE

Patent Chemical Ink Erasing Pencil.

The most useful and novel invention of the age. Erases ink thoroughly in two seconds. Works like magic. 200 to 500 per cent. profit. Agents making \$30 per week. We also want a general agent to take charge of territory, and appoint sub-agents. A rare chance to make money. Write for terms and specimen of erasing.

MONROE ERASER MFG. CO.,
X483 La Crosse, Wis.

HAHNEMANN

Medical College and Hospital, OF CHICAGO, ILLINOIS.

The Thirty-fourth annual course of lectures in this institution will commence September 14, 1893. New college building, elevators, restaurant, reading rooms and laboratories. Everything modern. Experienced teachers. Low fees. Equality in sex. Send for Lecture Card, Announcement and sample of THE CLINIQUE Address

E. Z. BAILEY, M. D.,
3034 Michigan Ave., Chicago, Ill.

Chicago and Return \$12.

Good until November 15, 1893.

Chicago one way \$6.50.

Vandalia and Illinois Central R. R.

Only line that goes direct to
World's Fair Grounds.

Rates to Chicago.

Via Vandalia and Illinois Central as low as the lowest. This line goes direct to World's Fair. You can save long and expensive transfer in Chicago by using this line to the Fair.

The Summer Session

—OF—

The Morgan Park Academy

—OF—

The University of Chicago

Extends from July 1 to September 22, 1893. Courses under able and experienced instructors in all subjects required for admission to the best colleges. Special courses for teachers.

THE WORLD'S FAIR GROUNDS are only 8 miles distant from the Academy and are easily accessible.

BOARD AND ROOMS VERY LOW.

The School Year begins October 1, 1893.

For the new illustrated Calendar, address

THE DEAN,
At Morgan Park, Ills.

SCHOOL OF EXPRESSION.

Freeman P., Bracon St., Boston, Mass. Vocal, Literary and other Art Studies. Send for plan of Summer Term, July 1, Lake Bluff, Ill., near Chicago, with Art Course for Teachers and Clergymen at World's Fair.

HARRIS' PERMANENT CANCER CURE.

\$1.00 CASH will be paid each and every teacher who will send us names and addresses of persons suffering with Cancer. \$1.00 for each name and address sent, payable when remedy is ordered. Cancers cured too, as can be proven by testimonials and references of professors in medical colleges, catholic priests, protestant ministers and medical doctors. Send 4 cent stamps for books and testimonials.

JNO. B. HARRIS, Proprietor, Box 58, EUTAW, ALA.

A VISIT

To the WORLD'S FAIR

Without a VISIT

TO WASHINGTON

Will be Incomplete.

The BALTIMORE & OHIO

Is the only Direct Route

Between Chicago and Washington;

Also the Picturesque Route

And the Historic Route.

Through Pullman Sleeping Cars

From Chicago,

St. Louis

And Cincinnati

To Baltimore, Philadelphia

And New York.

All Through Trains

Run via Washington.

SEE page 11 for full and specific information as to new and enlarged plans of "The World's Fair Protective Entertainment Association." This page fully explains the "Bond Plan," which insures you a safe, attractive and economical place to stay while you visit the World's Fair.

TOOLS TO WORK WITH.

Will School Officers as well as Teachers

Please remember that the most eminent, experienced and practical educators we have, say it is a fact that with a set of Outline Maps, Charts, a Globe and a Blackboard, a teacher can instruct a class of *twenty or thirty more effectively and profitably*, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do *twenty or thirty times as much work* in all branches of study with these helps as he can without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is supplied with

BLACK BOARDS, all around the Room,

A Set of Outline Maps,

A Set of Reading Charts,

A Set of Writing Charts,

A Set of Physiological Charts,

A Globe, Crayons, Erasers, &c., &c.

Blackboards of slated paper that you can hang up for the children at home, or blackboards put on to every square inch of surface in the school room are cheap and of great value for drawing and for illustrating the lesson. The BEST surface, that which has been tested for years, never failing to give *entire satisfaction*, is the HOLBROOK Liquid Slatting.

Hon. S. R. THOMPSON, late State Supt. of Public Instruction of NEBRASKA, writes as follows: "The Slatting Paper ordered for blackboards came promptly to hand. It is admirably adapted for the purpose—in fact it is all that can be desired—for a BLACK BOARD."

Prof. A. B. CRUMP, of Pine Bluff, Arkansas, in a recent letter says: "I bought of you last year, slated paper for Blackboards, and found it to be just as you recommended it. Please fill the following order, etc. I could not do my work without plenty of

Blackboards,

and your slated paper exactly and fully fills the bill."

For Circulars and other information, for EVERYTHING needed in schools, address with stamp, for reply, and send direct to

J. B. MERWIN,

Manufacturer and Dealer in School Supplies of all kinds,

ST. LOUIS, MO

LOUISIANA

EDITION

American Journal of Education.

\$1.50 per year in advance.

HENRY E. CHAMBERS, New Orleans } Editors
J. B. MERWIN, St. Louis. }

ARE the funds *on hand*,— and sufficient to pay the teachers each month as other State and county officers are paid?

WE OUGHT now, to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month, as other county and state officers are paid? Don't you think so too?

YES, it is fatiguing to climb, it is so much easier to admire and consort with mediocrities, but it is fatal. Let us remember that.

COLUMBUS turned over the leaf to a grand new page and opened for you and for me the book of destiny. Let us read it aright.

EVERY great idea must have a visible enfolding. The "World's Fair" is the illustration and enfolding of the idea of Columbus in discovering a new world. Let us go up together and celebrate the jubilee.

Do not allow the grandeur of "The Worlds Fair" to escape us.

Do not let us measure the grandeur of the "Worlds Fair" by the purblind sight of moles. We need to look at it with the far-searching, far-reaching eye of the eagle.

THE BOND PLAN FOR COTTAGES OR TENTS.

THE special advantages of the Bond Plan is, that it *insures* to each holder all the advantages of "The World's Fair Protective Entertainment Association," no matter what the pressure may be for accommodations. The St. Louis Trust Company, with a capital and surplus of \$3,000,000, has been appointed trustee for the Bond Holders, and will receive the proceeds from the sale of said Bonds and pay over the same to said Association, only on the certified vouchers, of the World's Fair Protective Entertainment Association, that said accommodations are provided.

These Bonds, as you observe, are issued in *three* denominations.

The \$6.00 Bond pays for one room, with accommodations for two persons **one week.**

The \$11.00 Bond pays for one room, with accommodations for two persons **two weeks.**

The \$20.00 Bond pays for one room with accommodations for two persons **four weeks.**

Explanation—Suppose you decide to spend one week at the World's Fair, arriving in Chicago June 12. You look for June 12 to June 18 in the one-week series of Bonds, and find that June 12 to 18 is in the 7th series. You then send to us draft or money order for a \$6.00 Bond. Stating that you want a one-week Bond, 7th Series, June 12 to 18, and we will send the Bond to you *Registered* by return mail.

Send by draft, money order, or registered letter. Make your draft or money order payable only to the St. Louis Trust Co., St. Louis, Mo. Use same form or method in selecting any other date or any other series of Bonds. Remember that

The \$6 00 Bond pays for one room with accommodation for TWO persons **one week.**

The \$11.00 Bond pays for one room with accommodations for TWO persons **two weeks.**

The \$20.00 Bond pays for one room with accommodations for TWO persons **four weeks.**

Do not disturb the children, if they are listening to an interior voice. It may teach them greater things than they get out of the printed text-book.

Agents Wanted.

BIG PAY for vacation work right in our own county. Exclusive territory. No book canvassing. For terms and particulars address Work and Play Publishing Co., East 9th St., (Y. M. C. A. Bldg.) Kansas City, Mo.

Cerrodanie.

THE great newly discovered cure for rheumatism and neuralgia. Based on the "germ theory" of the cause of the disease. Original with the inventor of this medicine, and demonstrated to be the only correct theory. Has cured thousands. Put up in capsules at \$1.00 per box. Sent by mail on receipt of price by

Address THE CERRODANIE CO.
For 16 page pamphlet. Decatur, Ill.

THE SCHOOL AGENCY,

HARE, POPE and DEWBERRY, M'ngrs.

MONTGOMERY. - ALABAMA.

Teachers in constant demand. Schools furnished with teachers **FREE** of COST. Teachers aided in securing schools at small cost. School property rented and sold.

NOW IS THE TIME.

Send for Circulars. Send for Circulars

Experience—the Best Teacher.

So the saying goes. The experience of other teachers is that the fruit lands of South Texas are a most profitable investment. North Galveston is the richest in industrial and agricultural resources of any spot in the State. It offers a splendid opportunity for investors and home-seekers. For particulars address the North Galveston Association, Box 963, Minneapolis, Minn.

Any further information or explanation will be given promptly with pleasure. All bonds are transferable. Please to select *early* your Bond from any of the following dates or series and send in your orders.

26 SERIES OF ONE WEEK, \$6.00 BOND.

Each series of bonds are numbered from 1 to 2,000.

1st Series	May	1st to May	7th, both inclusive.	No. 1 to 2,000.
2nd	"	8th " "	14th, " "	" " "
3rd	"	15th " "	21st, " "	" " "
4th	"	22nd " "	28th, " "	" " "
5th	"	29th " June	4th, " "	" " "
6th	"	June 5th " "	11th, " "	" " "
7th	"	" 12th " "	18th, " "	" " "
8th	"	" 19th " "	25th, " "	" " "
9th	"	" 26th " July	2nd, " "	" " "
10th	"	July 3rd " "	9th, " "	" " "
11th	"	" 10th " "	16th, " "	" " "
12th	"	" 17th " "	23rd, " "	" " "
13th	"	" 24th " "	30th, " "	" " "
14th	"	" 31st " Aug.	6th, " "	" " "
15th	"	Aug. 7th " "	13th, " "	" " "
16th	"	" 14th " "	20th, " "	" " "
17th	"	" 21st " "	27th, " "	" " "
18th	"	" 28th " Sept.	3rd, " "	" " "
19th	"	Sept. 4th " "	10th, " "	" " "
20th	"	" 11th " "	17th, " "	" " "
21st	"	" 18th " "	24th, " "	" " "
22nd	"	" 25th " Oct.	1st, " "	" " "
23rd	"	Oct. 2nd " "	8th, " "	" " "
24th	"	" 9th " "	15th, " "	" " "
25th	"	" 16th " "	22nd, " "	" " "
26th	"	" 23rd " "	29th, " "	" " "

13 SERIES OF TWO WEEKS, \$11.00 BOND.

Each series of Bonds are numbered from 1 to 2,000.

1st Series	from May	3rd to May	16th, both inclusive.	No. 1 to 2,000.
2nd	"	" 17th " "	30th, " "	" " "
3rd	"	" 31st " June	13th, " "	" " "
4th	"	June 14th " "	27th, " "	" " "
5th	"	" 28th " July	11th, " "	" " "
6th	"	July 12th " "	25th, " "	" " "
7th	"	" 26th " Aug.	8th, " "	" " "
8th	"	Aug. 9th " "	22nd, " "	" " "
9th	"	" 23rd " Sept.	5th, " "	" " "
10th	"	Sept. 6th " "	19th, " "	" " "
11th	"	" 20th " Oct.	3rd, " "	" " "
12th	"	Oct. 4th " "	17th, " "	" " "
13th	"	" 18th " Oct.	31st, " "	" " "

6 SERIES, OF 4 WEEKS, \$20.00 BOND.

Each series of bonds are numbered from 1 to 2,000.

1st Series	from May	10th to June	6th, both inclusive.	No. 1 to 2,000.
2nd	"	" June 7th " "	July 4th, " "	" " "
3rd	"	" July 5th " Aug.	1st, " "	" " "
4th	"	" Aug. 2nd " "	29th, " "	" " "
5th	"	" 30th " Sept.	26th, " "	" " "
6th	"	Sept. 27th " Oct.	24th, " "	" " "

These bonds are issued in series, as to time and price, so as to accommodate all, and are good for day and date, as stipulated therein. Purchasers who wish to secure certain specified dates, should order bonds at once, covering those dates. Address

J. B. MERWIN,

Managing Ed. American Journal of Education,

1120 Pine St., ST. LOUIS, MO.

Refer to St. Louis National Bank, St. Louis, Mo.

This plan, you see, furnishes accommodations for all at less rates than at any other desirable place in the city of Chicago, or for about *one dollar per day.*

The charges in our cottages will be the same as in tents, and all will be, in some cases, *less*, than one dollar per day for each person. See page 11.

Cottages have been erected so that those who prefer cottage accommodation to tent accommodations can secure them without extra cost, or at a rate of *one dollar per day.* See page 11.

Of course, all will be "guests" of the "New Congress Hotel," and all will be entitled to the privileges of the lectures and entertainments in the Auditorium.

WE should remember, as teachers, that our pupils do not stop when we stop. They go on into the new great life of humanity.

Instructive Books,

Full of investment lore, descriptive of the wonderful industrial city, North Galveston Texas, mailed free. You will learn from them of the safest and most profitable investment on the present day market—North Galveston city realty and fruit lands. If you've a few dollars which await a good investment, address the North Galveston Association, Box 963, Minneapolis, Minn.



AGENTS \$50 to \$100—A WEEK. Lead or Gas. Best seller known. Needed at every house, place of business or farm the year round. "Home" Electric Motor runs all kinds of light machinery. Cheap—no power on earth. Connected instantly to wash or sewing machine, corn sheller, pump, fans, lathes, jewelers' or dentists' machinery, &c. Clean, noiseless, lasts a life-time. No experience needed. To show in operation means a sale. Guaranteed. Profits immense. Circulars free. W. C. HARRISON & CO., Columbus, O.

THIS year, 1893, is to be made by "The World's Fair" grander than all the rest of the century.

MISSISSIPPI EDITION American Journal of Education. \$1.50 per year in advance.

J. W. MARTIN, Jackson { Editors.
J. B. MERWIN, St. Louis

ARE the funds on hand,—and sufficient to pay the teachers each month as other State and county officers are paid? This should be looked after and provided for in all the States without further delay.

WE OUGHT to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month, as other county and State officers are paid in every State in the Union, and as fast as practical, we should provide for longer school terms so that the children would not lose during the long vacation, the most that they are taught while they attend school during the short terms.

The Nicaragua Canal.

A LECTURE BEFORE THE ALABAMA
NORMAL COLLEGE AT FLORENCE.

[For the American Journal of Education.]

REV. J. H. BRYSON, D. D., of Huntsville, Ala., lectured before the faculty and students of the State Normal College, April 4th, on this important subject. The college chapel was packed with an appreciative audience.

Dr. Bryson's lecture was illustrated by means of several large and handsome maps. In every respect the lecture was charming and entertaining.

This was the sixth of a series of lectures inaugurated by President Jas. K. Powers, for the benefit of the college and city. The following gentlemen have appeared in the order named:

Thomas Nelson Page, Readings.

John Temple Groves, The Reign of the Demagogue.

Ex-Gov. "Bob" Taylor, The Fiddle and the Bow.

Dr. B. Filbeck, Conversation as a Fine Art.

Mr. William Garrett Brown, The Genesis of the Southern Confederacy.
"ALABAMA."

PROF. J. W. WOODWARD, of Greensbury, Ky., says truly that "our government exists for the culture of her citizens, and the friends of education should harmonize their plans, and take up the aggressive."

It is worth while to let the people know, that for one dollar per day, they can be safely and splendidly cared for while they visit "The World's Fair," at Chicago. See page 11.

It does not take long, if you look on page 11, to convince you that you can be safely and splendidly lodged and furnished two good meals at a cost of one dollar.

THE name of J. A. B. Lovett, Ph. D., President of Blount College, Blountsville, Ala., has been placed on the program for an address before the educators of this and other countries, at our auditorium in the World's Fair Protective Entertainment Association. Dr. Lovett's name is familiar to the educators of this country. He is one of the best educational organizers in the land; and as a leader in educational affairs, his name is a synonym of success. In honoring Dr. Lovett with a prominent place on the program, the committee have honored themselves and the cause they represent. Dr. Lovett's theme will be, "Ancient and Modern Methods of Astronomical Research," in which he will exhibit the "Stellescope," a new astronomical instrument of his own invention.

"Home and School," from Lexington, Ky., Alex. L. Peterman, editor, is one of the strongest, spiciest, most independent advocates of better schools, better compensation and longer school terms, which comes to our sanctum. It gives a man more backbone than a glass of genuine "old Kentucky bourbon," if all reports as to "Kentucky bourbon" are true. We speak rather more from heresy, than from practical knowledge, so far as the "old bourbon" is concerned, however. We wish the teachers of Kentucky would circulate 100,000 copies of this paper among the tax-payers of the State. It would open their eyes, and the cost to the teachers would come back to them many times over. State Supt. Ed. Peter Thompson has a large number of faithful, effective helpers in the great work he is doing for Kentucky. Prof. J. J. Dickey, member of the State Board of Education, edits the Jackson *Hustler*; Superintendent Emmert, of Monroe, the *Tompkinsville Enterprise*; Superintendent Ewing, of Cumberland, the *Burksville Herald*; Superintendent Gullion, of Carroll, the *Carrollton Democrat*; and Superintendent Glenn, of Hopkins, the *Madisonville Hustler*. These five papers exercise a great influence in favor of better schools.

INTELLIGENCE may not give us equal distribution, but it will help to give us equitable distribution. This is what the people want, an equitable distribution of earnings and profits. They will get it only when they become intelligent enough to legislate for themselves instead of having as now corporation counsels legislating for them.

EVERY machine is an idea clothed upon and dressed up by mind-power. Is not the mind which conceives more than this one product? Is it not worth more? We think so.

A writer in *Harper's Magazine* lately uttered a note of warning to young men to wake up and cultivate themselves, or their sisters would not deign to look down far enough to know them

New Books.

A book of unusual interest for thoughtful people is well on in the process of making, and may be expected shortly. It has to do with that remarkable bloom of philosophic thought which has come to be known as New England Transcendentalism. And this is the movement represented above all by Emerson—the movement in which for the first time in America the plummet of human thought was fearlessly cast into the depths of existence in hope of finding the true measure of human life.

Closely associated with Emerson, and moved by the same lofty purpose, was A. Bronson Olcott. And in the forthcoming volume an extended chapter, by Dr. Wm. T. Harris, will deal with "The Philosophy of Bronson Olcott and the Transcendentalists." Running through the chapter, and constituting by no means the least interesting part of it, is the thread of Dr. Harris' own personal reminiscence. By means of this thread the reader will be able to see clearly the practical workings of a vital aspect of philosophy, then so new in America, though so old in the world. He will be able to see how this aspect of philosophy was specially suited to serve, first as a means of emancipation from the superficial, materialistic forms of thought then prevalent in both England and America, and secondly as the natural introduction to the still more adequate and thorough-going system of thought of which to-day Dr. Harris himself stands as the unquestioned chief representative on this side the Atlantic.

We shall return to this theme as soon as the promised volume makes its appearance.

W. M. B.

A General History for Colleges and High Schools. pp. 759. By P. V. N. Myers, A.M., Professor of History and Political Economy in the University of Cincinnati. Author of "Ancient History," "Medieval and Modern History," etc. Boston and London, Ginn & Co., 1892.

We know of but one other outline of General History worthy of comparison with this work, and that is Mr. Freeman's general sketch. In the latter the vital points are seized and articulated with a precision possible only to a great master of the subject. To the clearness and due proportion of Mr. Freeman Prof. Myers has evidently sought to add—and has succeeded in adding—a fine flavor of interest, rendering his book really attractive to the general reader. So that with nearly double the matter contained in Freeman's sketch, it is yet probable that the average student will be able to handle Prof. Myers' book with greater ease and with more positive results. Freeman's sketch is admirable as a text where the teacher is an adept in history, and has a veritable genius for teaching this subject. We believe that for nine out of ten of the teachers actually engaged in the teaching of general history, Prof. Myers' book will prove the more effective instrument. We ought to add that the publishers have done their work well, and have added very materially to the value of the book by generously furnishing it with maps specially suited to render clear the geographical aspect of history at its various epochs. A large number of other illustrations are also given—not merely to catch the eye, but giving valuable aid to the historical imagination.

The School Review: a Journal of Secondary Education. Edited by J. G. Schurman, President of Cornell University. Published by Cornell University, Ithaca, N. Y.

Dr. Schurman's capacity for work seems to be well nigh boundless. He has organized the Sage School of Philosophy, and takes an active part in its practical working. He is President of Cornell University. He is editor of *The Philosophical Review*. He is editor of *The School Review*. Either of these might well occupy the time of any man of ordinary capacity. All these functions he not only performs, but performs each as if it were his special, exclusive, chosen field.

The School Review takes high rank among the few publications devoted to secondary education. And the work done is so much the more valuable, as the whole scheme of Secondary Education is now in transition state, and specially needs guidance from those in position to survey calmly the whole field of education, and thus to apprehend more clearly the precise functions of institutions standing midway between the district school and the university (as now commonly organized to include the higher academic training). *The School Review* was born in January, and has, within its first four numbers, presented many articles of special interest and high value. The spirit of the *Review* may be gathered from the editor's article on "The Outlook for the Curriculum," in the February number and the spirit of

the article may be inferred from the following phrase used in the article as expressive of the purpose of education: "Not for this or that function, but for manhood, simply." Nothing sounder could be conceived. It is the core of the whole matter.

The *Review* is published monthly (10 months) at \$1.50 for the year.

In the April Century, the last of "The Letters of Two Brothers"—General and Senator Sherman—will be of striking interest, since they give an intimate account of the relations between General Grant and General Sherman after the war, including the trouble between President Johnson and General Grant, involving General Sherman, and Grant's candidacy for the Presidency.

The University Extension World.

A Monthly Journal for Extending and Popularizing Higher Education, under the official direction of the University Extension Department of the University of Chicago. Edited by George Henderson and Edward Bensley, with a corps of able associates.

This journal is another of the new publications from the University Press of Chicago (D. C. Heath & Co., Directors.) The April number presents an article on "Fundamental Principles of University Extension," by Jesse D. Montgomery, Honorary Secretary, Exeter Centre, England. The article emphasizes the significance of "spontaneity" as the test of vitality in any movement, and presents proofs of the spontaneous character of the University Extension Movement. Among other articles of interest, that by J. J. Findlay, on "University Extension and the Problem of Secondary Training," is well worthy of careful reading, as suggesting ways by which a higher grade of efficiency in the average teacher in secondary schools might be secured.

The editorial notes, together with "Talks with Lecturers," by Prof. Moulton, are full of valuable suggestions, while attention is drawn to a vital aspect of the subject (with wide open doors for abuse of terms) under the heading, "University Extension Nomenclature."

Readers interested in the general subject will do well to consult *The University Extension World*. The price is \$1.00 a year.

MRS. FRANCIS HODSON BURNETT tells, in the EXHIBITION NUMBER of *Scribner's*, why she came to America in her childhood. The reminiscences are illustrated by R. B. Birch, who helped to make "Little Lord Fauntleroy" famous.

W. D. HOWELLS contributes to the EXHIBITION NUMBER of *Scribner's* some charming reminiscences of his boyhood in his father's printing office in Ohio. It will be illustrated with ten drawings by A. B. Frost.

The Pedagogical Seminary for March, 1893, presents the following table of contents: (1) Editorial; (2) A Scheme of Classification for Child-Study, by William H. Burnham; (3) Feelings and Ideas of Sex in Children, by Prof. Earl Barnes; (4) Individual Differences in the Imagination of Children, by Wm. H. Burnham; (5) The Physical Education of Woman, by Prof. A. Morse; (6) Mirror Writing and Left-handedness; (7) Literature; and (8) Notes.

In his editorial, Dr. Hall, as usual, gives a summary view of the field covered by the contents of the number. And this number alone, in which special prominence is given to the natural history of childhood, "contains digests of some 17,000 pages of carefully selected and recent educational literature," which digests are "largely chips from our topical seminary work at Clark University."

Of the articles named, doubtless the one on "Imagination in Children" will prove of most significance and value to the majority of teachers, while often the digests of books will stimulate desire to possess the books of which the mere summary unfolds so many points of interest. We repeat, what we have already said in former references to this publication, that every really earnest teacher ought to have access to the *Pedagogical Seminary*. Dr. Hall intimates a hope of being able shortly to add to Clark University an "ideal school for young children" wherein the results of investigation thus far made can be further vitalized, and thus more perfectly illustrated, through actual application of them in the school-room—the teachers in such case to be the best available in native ability, in training and in experience. Such model school would go far toward making Clark University the educational Mecca of America.

WASHINGTON

D. C.

EDITION

American Journal of Education.

\$1.50 per year in advance.

RIGHT must more and more enter into law, and when right makes itself law, it becomes absolute.

"EACH of these degrees—father, mother, child, school, city, country, humanity—is one of the rungs in the ladder which leads to God."

INTELLIGENCE such as we generate in all our schools will make every mind toll for you, every water-fall, every magnetic effluence. The whole globe has a subterranean network of veins; there is in this network a prodigious circulation of water, oil, fire. Pierce those veins; make this water feed your fountains, this oil your lamps, this fire your hearths, its bread feed all humanity.

THE possible always realizes itself, if only we know enough. Still it is necessary to seize it, to put the yoke of the real upon it, to frame it in the actual. The abstract idea must transform itself into the concrete; what it loses in beauty it will gain in usefulness; all we need is more intelligence.

To whom do the children belong? First to the father who engenders, then to the mother who gives birth, then to the master who teaches, then to the city that civilizes, then to the country which is the mother supreme, then to humanity, who is the great ancestor and for whom they must be trained, not only to live, but to die for, if necessary.

RIGHT and duty are parallel; taxes must be proportional and progressive; a leveling up—not down—without deviation; and above the whole, making part of all, that straight line, the law.

INTELLIGENCE is not an abstraction. It teaches all the law that two and two make four. When we have given to each the share which belongs to him it still remains to give the share which does not belong to him. What are we to understand by that? We are to understand the immense reciprocal concession which each owes to all, and which all owe to each, and which is the whole of social life.

If we but have the eyes to see, we may know that grand events are sketching themselves. Behind this visible work of our teachers stands the invisible. One conceals the other. The visible work seems crude and simple, the invisible sublime. It is strange and beautiful. It has been necessary to make use of the materials of the past. Beneath a scaffolding of ignorance, selfishness and barbarism, a temple of civilization is building.

THE SILVER MEDAL AND DIPLOMA OF MERIT.

"With commendation from great potentates."—SHAK.

WE have before stated the fact that "The International Jury of Awards" of the World's Fair, at Paris, decreed "a Diploma of Merit, and a Silver Medal to the AMERICAN JOURNAL OF EDUCATION, at St. Louis, Mo., U. S. A." The Medal and Diploma were sent to us, officially, through the State Department at Washington, D. C. The following illustrations show, in reduced size, a fac-simile of both sides of the Medal received:



Republique Francaise,
Ministerie du Commerce, d'Industrie, et des Colonies,
Exposition Universelle de 1889.

Le Jury International des Recompenses.

Decerne une Diplome de
Medaille d'Argent

To the "AMERICAN JOURNAL OF EDUCATION."

Revue Publique par J. B. Merwin, a St. Louis,
(Missouri) Etats Unis.

Groupe II, Classe 6.

Le Directeur General

De l'Exploitation.

[Signed] Georges Berger.

Le President du Conseil

Commissaire General.

[Signed] P. Tirard.

The St. Louis Republic made editorial mention of the reception of the Medal and Diploma of Merit, as follows:

"The American Journal of Education publishes a fac-simile of the Silver Medal it recently received through our State Department from the Government of France. The Medal, valuable in itself as a work of art, is more valuable in that it expresses the decision of the Award Committee of the French Universal Exposition that this St. Louis journal stands at the head of its class in America. The city is much in debt to Mr. J. B. Merwin and his able associates for the credit it thus secures for the high standard of its educational work, but much more in debt for the work that entitles it to the credit."

St. Louis Truth [and we value these pleasant words all the more highly because spoken by Truth to its thousands of readers] has this to say of the Diploma of Merit and the Silver Medal awarded by the "Exposition Universelle," sent us through the State Department at Washington, D. C.:

"It is not often that St. Louis has such a tribute paid to literary genius, as that recently awarded to J. B. Merwin, editor of the American Journal of Education. Through the State Department at Washington a Silver Medal, and Diploma of Merit, have been sent by the French Republic. Mr. Wm. M. Bryant and Mr. Schuyler, of the St. Louis High School, have both given able criticisms upon the special and peculiar excellence of the artistic work the diploma exhibits. The large silver medal is handsomely engraved on both sides, expressing symbolically the merits of the Journal."

We quote, without any betrayal of confidence, we trust, the following from United States Senator, Hon. F. M. Cockrell, as a sample one, from many private letters of congratulation received:

"SENATE CHAMBER, WASHINGTON, D. C.,

"March 6th, 1892.

"My Dear Mr. Merwin:—

"I was much gratified to learn through the papers that you had received, through the State Department, though somewhat tardily, the Diploma of Merit, and the Silver Medal, decreed to the American Journal of Education by the International Jury of Awards at the Paris Exposition. I congratulate you most heartily upon this well merited recognition of your effective work in the West and South for the last quarter of a century.

"Sincerely yours,

"F. M. COCKRELL."

THE FACT

That AYER'S Sarsaparilla CURES OTHERS of Scrofulous Diseases, Eruptions, Boils, Eczema, Liver and Kidney Diseases, Dyspepsia, Rheumatism, and Catarrh should be convincing that the same course of treatment WILL CURE YOU. All that has been said of the wonderful cures effected by the use of

AYER'S Sarsaparilla

during the past 50 years, truthfully applies to-day. It is, in every sense, The Superior Medicine. Its curative properties, strength, effect, and flavor are always the same; and for whatever blood diseases AYER'S Sarsaparilla is taken, they yield to this treatment. When you ask for

AYER'S Sarsaparilla

don't be induced to purchase any of the worthless substitutes, which are mostly mixtures of the cheapest ingredients, contain no sarsaparilla; have no uniform standard of appearance, flavor, or effect, are blood-purifiers in name only, and are offered to you because there is more profit in selling them. Take

AYER'S Sarsaparilla

Prepared by Dr. J. C. Ayer & Co., Lowell, Mass.
Sold by all Druggists; Price \$1; six bottles, \$5.

Cures others, will cure you

THE teachers of Missouri found that by circulating 150,000 copies of the AMERICAN JOURNAL OF EDUCATION among the people, that the money it had cost them, \$1.50 per year, has been returned to them many times over, in the average increase of wages from \$27 per month to an average of \$47.50 per month.

Can we not unite now and make the compensation an even \$50 per month as a minimum, in all the States? We can afford, with our growing wealth, to do this now. In fact, we cannot afford not to do this, for this would insure competent teachers for nearly all our country schools.

We publish lengthy extracts, and yet all too brief, of the admirable and exhaustive address of Prof. Wm. M. Bryant, of the St. Louis High School, on the possibilities of a Pedagogical Society. This able paper will command the attention of those interested—abroad as well as at home.

THE catalogue of Washington University, St. Louis, will be sent on application to Geo. M. Bartlett, Secretary. Examinations for entrance to "The Manual Training School" will be held June 8, from 9 till 8 o'clock, and Sept. 18.

"AMONG THE OZARKS"

is the title of an attractive and highly interesting book issued by the Passenger Department of the Kansas City, Ft. Scott & Memphis R. R. Co. The book pertains entirely to fruit-raising in that great fruit belt of America, the southern slope of the Ozarks, and will prove of value not only to fruit-growers, but to every farmer and home-seeker in other States, looking for a farm and home.

The book will be mailed free.

Address,

J. E. LOCKWOOD,

Kansas City, Mo.

It is said, with a good deal of truth too, that bare walls, hard, uncomfortable, unhealthy and ill-constructed seats, do not tend to draw children in large numbers, or inspire much enthusiasm either on the part of pupils or instructors. It pays to give the teacher "tools to work with," maps, globes, charts, a dictionary and blackboards, and your children a comfortable, properly constructed seat to sit upon six hours in the day. Their health and progress both demand these necessary things.

BLACK BOARDS
OF SLATED PAPER & ROLLERS
ALL SIZES
HOLBROOKS LIQUID SLATING
J. B. MERWIN,
704 CHESTNUT ST.
ST. LOUIS MO.

Please read the following late Endorsement:

J. B. MERWIN,

Manufacturer and Dealer in School Supplies,

COLUMBIA, Mo., Sept. 5th

704 Chestnut Street, St. Louis, Mo

DEAR SIR:

Please send me as soon as possible, **TWENTY-FIVE** Yards more of your **SLATED PAPER** for Blackboards. The increase in the number of my pupils demands more **BLACKBOARD** area. I make the above statement to let you know that I am not buying now to replace the old—as that which I purchased of you five years ago is still in **VERY EXCELLENT CONDITION**. In fact, after giving it the test of *constant use* for a term of years, I unhesitatingly pronounce it **SUPERIOR** to any **BLACKBOARD SURFACE** I have tried—unless it be your **LIQUID SLATING** on a hard finished wall. Send also your best Crayons in usual quantity.

Yours Truly,

R. P. RIDER,

President Stephen's College,

Columbia, Mo.

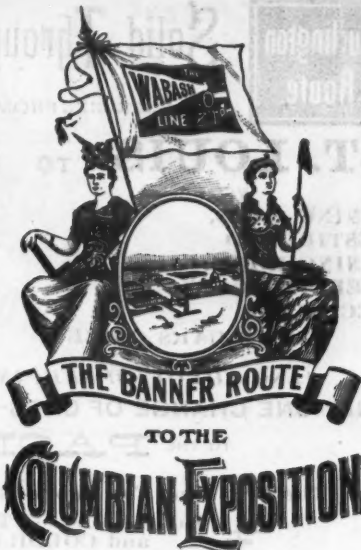
We send this *Slated Paper*, thus *Strongly Endorsed* after being so thoroughly tested for years, **POST PAID** by mail at \$1.00 per yard up to five yards.

For further information, Circulars of Globes, Outline Maps, **SLATING**, and *everything needed* in Schools, call upon or address, with stamp for reply, and write direct to

J. B. MERWIN SCHOOL SUPPLY CO.,

1120 Pine Street,

ST. LOUIS, MO.



TO THE
COLUMBIAN EXPOSITION
CITY TICKET OFFICE,
S. E. Cor. Broadway & Olive St.

WHAT WILL IT COST
TO GO TO
Chicago and Back

And Witness the

Exhibitions of the World's Fair

FROM

May to November Next

'T WILL COST BUT A TRIFLE

If you go via the Splendid Trains
of the

WABASH LINE.

Full particulars at the St. Louis City
Ticket Office,

S. E. cor. Broadway & Olive Sts.

SLATED PAPER
—FOR—
BLACKBOARDS.
Sent by Mail,
POST PAID,
\$1.00 Per Yard up to 5 Yards.

THE TEACHERS' EXCHANGE.

C. W. BARDEEN,
Editor School Bulletin,
Syracuse, N. Y.

HENRY SABIN,
Editor School Journal,
Des Moines, Ia.

An agency for Schools, Colleges
and Teachers.

We aim to deal fairly and frankly with all. Send for circulars and blanks. Personal correspondence with GOOD TEACHERS solicited. No charge to schools or colleges for recommending teachers. Address,

HENRY SABIN, Manager,

207 W. 4th st.,

Des Moines, Ia.

Stop-over Privileges Discontinued.

To avoid manipulation and illegitimate use of its tickets, the Wabash Railroad Company has found it necessary to discontinue the granting of stop-over privileges on all kinds and classes of tickets, and after January 1st, 1893, passengers will be obliged to purchase tickets from point to point. The new arrangement, however, which will be fully explained by any of the Company's Agents, will be found to be equally as convenient to the traveling public as the old, while the Company will be enabled to protect itself from imposition.

In this deed or action we become
greater and readier than the spoken
word.

Yes, the universal testimony of those who are using our "Aids to School Discipline" is, that their use more than doubles both the attendance and interest of pupils. This testimony multiplies every day too, as "Our Aids" are more extensively used.

Address, with stamp, for samples and circulars, The J. B. Merwin School Supply Co., 1120 Pine St., St. Louis, Mo.

We could fill a dozen such journals as this with letters from friends thanking us for the economical advantages offered for a visit to "The World's Fair by 'The World's Fair Protective Entertainment Association.' Send for circulars 'Solving the Problem' of how to see and where to stay.

Maury's Geographies,
Davis & Holmes Readers,
Sandford's & Venable's Arithmetics.

For Terms, Prices, etc., please address

UNIVERSITY PUBLISHING CO.,

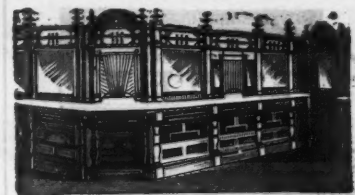
43-57 E. Tenth St.,

NEW YORK

It's an awful thing to tangle up and disarrange the plans of Providence. And more of it's done, in this matter of marrying, than in any other way. It's like mismatching anything else, —gloves or stockings,—and wearing the wrong ones together; and more'n that, it spoils another pair.

REMEMBER, that it is not how much we have, but how much we enjoy rationally, that makes happiness.

CHROMO REWARD CARDS.
800 pretty designs flowers, fruits, scenes, views, birds, animals, crocodiles, juveniles, etc. Prices for 13 cards, also 32x44 inches 5c; 34x54 12c; 44x64 20c; 54x74 35c; all pretty chromo cards no 2 alike. Samples chromo reward cards, and price list school supplies free by mail. A. J. FOUCH, WARREN, PA.



Bank Counters, Tyler System, Portable, Unequaled in Styles, Cost and Finish.

150 Page Catalogue of Counters, Desks, etc., illustrated in Colors. Books, Free Postage 15 Cents.



Also Tyler's Royal Office Desks and Typewriter Cabinets, 200 Styles. Best and cheapest on earth, with great reduction in prices. 150 page catalogue Free. Postage 15 cts. Full lines of Desks, Chairs, Tables, Book Cases, Cabinets, Legal Blank Cabinets, etc., always in stock. Special work made to order.

TYLER DESK CO., St. Louis, Mo., U.S.A.

A. O. Series of SCHOOL PENS

Made by

PERRY & CO., LONDON.
Est. 1824.

Largest and Oldest Pen Makers in the World.

Samples to Teachers on application.

SPENCERIAN PEN CO.,

Sole Agents, 810 Broadway, NEW YORK.

A SUGGESTION.

Among the superintendents, principals and teachers who will read this suggestion are many who see no chance for advancement in their present calling. Many of these are among the brightest and most capable persons in their several communities. Because they do not know where to turn for a larger income, they continue in a helpless way on very low salaries. In another circle where they could use and improve their talents, they could command two or three times their present income. Confined to their every-day routine they have no chance to mingle with the world, and the opportunities that come to others never come to them. Any such person, who is willing to lay aside all prejudices, may become prosperous in the same way that thousands of others have succeeded, if they will write for "An Opportunity," to

T. M. WILLIAMS, 67 Fifth Ave., N. Y.

Shorthand

Taught by mail or personally. Thorough and systematic course. Easy system to learn, and capable of the greatest speed. Positions procured when competent. Course free (conditionally). New Standard Shorthand College, 164-166 Washington St., Chicago, Ill.

THE FRISCO LINE

Is the popular route from Western Kansas to all points in Southern Kansas, Southwestern Missouri, Arkansas, Indian Territory and Texas. For particulars, address nearest Ticket Agent of the Frisco Line or D. Wishart, General Passenger Agent, St. Louis, Mo.

St. Louis and Oklahoma Without Change.

The Frisco Line runs through reclining chair cars (seats free) daily, without change, between St. Louis and Purcell, I. T., via Wichita, Santa Fe route through Oklahoma. This is positively the only line that runs through cars from St. Louis to Oklahoma without change. Now is the time to secure a home in Oklahoma under the homestead law. Don't fail to buy your ticket via the Frisco Line, and avoid change of cars that is necessary via other routes.

For map and pamphlet of Oklahoma call upon or address S. A. Hughes, 101 North Broadway, St. Louis Mo.



SEND FOR CATALOGUE.

Estey & Camp,
916 Olive St., St. Louis.

THE VERY BEST TRAIN SERVICE, AND MOST DIRECT ROUTE

TO
**Toledo, Detroit,
Cleveland, Buffalo,
Niagara Falls,
Albany, New York,
Boston,**
AND ALL OTHER
EASTERN and NORTHEASTERN POINTS

IS THE
Toledo, St. Louis & Kansas City R.R.
"CLOVER LEAF ROUTE."

TICKET OFFICES:
505 Olive St., and Union Depot,
ST. LOUIS, MO.



C. & A. Railroad

The Great Popular Route from
ST. LOUIS TO CHICAGO,

And all points in the North and Northwest and to all Eastern cities, and from St. Louis to Kansas City and all points West. Connecting in Union Depots. Pullman Palace sleeping-cars. Pullman Parlor buffet cars. Palace dining-cars. Horton Reclining-Chair Cars, without extra charge.

See that your tickets reads via

CHICAGO & ALTON RAILROAD
O. H. CHAPPELL, J. CHARLTON,
General Manager. Gen'l Pass. & Tkt. Agt.
CHICAGO.

D. BOWES, Gen. West. Pass. Agt.,
J. M. HUNT, City Pass. & Ticket Agt.,
216 North Broadway,
ST. LOUIS, MO.



AND

IRON MOUNTAIN ROUTE

COVER ALL POINTS OF
COMMERCIAL IMPORTANCE,
AND ALL
SANITARY and PLEASURE RESORTS
BETWEEN THE
MISSISSIPPI RIVER,

THE ROCKY MOUNTAINS,
GULF OF MEXICO,
AND THE

Empire of the Montezumas.
The Only Direct Line

To the Famous Hot Springs of
ARKANSAS.

H. C. TOWNSEND,
General Passenger and Ticket Agent.
ST. LOUIS, MO.

Jacksonville-Southeastern Line.

THE ONLY DIRECT ROUTE BE-
TWEEN THE

NORTH AND SOUTH.

Now running through trains between ST. LOUIS
and CHICAGO, known as the

'Red Express.'

This road extends from PEORIA on the north to
ST. LOUIS and MT. VERNON
on the south,

FROM
**HAVANA TO
Springfield;**
AND FROM
**Springfield TO
Litchfield;**
AND FROM
**LITCHFIELD TO
COLUMBIA,**
On the Illinois River.

This is the Popular Line between the NORTH
and SOUTH, and has good connections for the
EAST and WEST.

Inquiries, either personal or by mail, cheerfully
and promptly answered.

C. A. HENDERSON, W. W. KENT,
Superintendent. Gen. Pass. Agt.
JACKSONVILLE, ILL.

TALKING ABOUT MEMPHIS.

The Chicago of the South. The tide of travel between St. Louis and Memphis is now turned to the *Cairo Short Line* and Illinois Central Route. Their new train leaving St. Louis at 7:50 p. m. daily, reaches Memphis at 8:20 a. m. next day, only twelve hours on the road; one hour ahead of all other lines. No vexatious ferry transfers via this route. Pullman buffet sleepers and parlor coaches run through. Ticket offices 217 North Fourth St. and Union Depot.

Burlington
Route.

Solid Through Trains

Burlington
Route.

FROM

**ST. LOUIS TO KANSAS CITY,
ST. JOSEPH,
DENVER,
ST. PAUL and
MINNEAPOLIS,**

CHAIR CARS (FREE)

ALSO THROUGH SLEEPING CARS TO OMAHA.

ONLY ONE CHANGE OF CARS.....

TO THE **PACIFIC COAST.**

The Best Line For Nebraska and the Black Hills:

4 Hours Quickest Time to DENVER
and COLORADO POINTS.

TICKET OFFICE:—

218 North Broadway, ST. LOUIS

Superintendents of Schools, Principals, Teachers, Ministers

And hundreds of popular, wide-awake educators,
write us constantly in praise of the Edison Mimeo-
graph.

It's surprising to us to learn, day by day, fresh
uses for it.

Edison invented it, but he didn't know himself
what a wonderful instrument it was. We don't find
out all the new uses for it. People who buy it, use it
for a short while and find out that it can be employed
to advantage in a way we had never dreamed of.

The Edison Mimeograph will print 1000 copies
per hour of any pen-written or type-written matter,
drawing, or anything that will go upon paper.

Every Educator should own a Mimeograph. It
costs little, operates easily, keeps clean, and saves time,
money and temper.

Samples of work free.

Sold by all first class stationers and dealers in typewriters
and typewriter supplies.

A. B. DICK COMPANY,

Chicago, New York, Philadelphia.

FAST TIME TO THE SOUTH.

Your very wants anticipated. Your
comfort, ease, pleasure and safety se-
cured by going South over the *Cairo Short
Line* and Illinois Central R. R.
**TWO TRAINS DAILY, ST. LOUIS
TO NEW ORLEANS.**

Leaving St. Louis 7:50 p. m., and
reaching New Orleans at 8:40 p. m.
the following day—24 hours and 50
minutes; or leaving St. Louis 7:50 a.
m. reaching New Orleans at 8:30 a. m.
next morning—24 hours and 40 minutes
en-route. Only one night on the road.
Pullman vestibuled sleeping car and
through coaches. Ticket office 217
North Fourth St., and Union Depot.

ST. LOUIS TO CHICAGO.

Are you going? If so, study the
advantages offered by the Vandalia
and Illinois Central line. Three
trains daily except Sunday, and two
trains daily. This is the only line
with a Sunday morning train for
Chicago. Leave St. Louis, daily, 8:10
a. m., arrive at Chicago 4:45 p. m., and
daily at 9:00 p. m., arrive at Chicago
7:45 a. m. Daily except Sunday at 8:40
a. m., arrive at Chicago 7:20 p. m.
Rates always as low as the lowest.
Ticket offices Southwest Cor. Broad-
way and Olive Streets and Union
Depot.

the
lia
ree
wo
ne
for
:10
nd
go
:40
m.
st.
ad-
on